DOCUMENT RESUME

ED 249 604 EA 017 154

TITLE The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.
INSTITUTION District of Columbia Public Schools, Washington, D.C.
PUB DATE Jul 84
NOTE 623p.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Statistical Data (110)

EDRS PRICE MF03/PC25 Plus Postage.
DESCRIPTORS Academic Achievement; Background; Educational Assessment; *Educational Planning; Elementary Secondary Education; High School Students; Incentives; Instructional Improvement; Management Information Systems; *Master Plans; Organization; Planning; *Public Education; *School Districts; Teacher Effectiveness
IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

The District of Columbia Public School System's Comprehensive Education Plan for the school year 1984-85 continues to emphasize the importance of improving instruction and student achievement, with the success of students seen as the ultimate mission of each member of the school community. Sections are devoted to a description of the planning process, the development of a context for educational planning, an evaluation of the progress in priority areas, a description of two new programs for teachers and secondary students, a tabulated listing of education plans for each school system office, a description of the education plan's automated monitoring system, and appendixes. (DCS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED249604

EA

COMPREHENSIVE EDUCATION PLAN

"Quality Teaching and Learning: A Blueprint for Continued Success"

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
1804

EA 017 154

SY 1984-85

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

COMPREHENSIVE
EDUCATION
PLAN

"QUALITY TEACHING AND LEARNING: A BLUEPRINT FOR CONTINUED SUCCESS"

SCHOOL YEAR
1984-85

JULY 1984
WASHINGTON, D. C.

BOARD OF EDUCATION
OF THE DISTRICT OF COLUMBIA

David Eaton
President, At-Large

Nathaniel Bush
Vice President

Bettie G. Benjamin
Bob Boyd
Edna Frazier-Cromwell
Linda W. Cropp
R. David Hall
Eugene Kinlow
R. Calvin Lockridge
Barbara Lett Simmons
Wanda Washburn
Camilla C. McKinney
Student Representative

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

MISSION

To promote excellence by providing a viable and comprehensive instructional program (pre-kindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

TABLE OF CONTENTS

BOARD OF EDUCATION iii

MISSION v

"Quality Teaching and Learning: A Blueprint for Continued Success" 1

THE PLANNING PROCESS IN DCPS

The Planning Process, SY 1984-85 5
Organizational Chart 13

CONTEXT FOR EDUCATIONAL PLANNING

Philosophy 17
Goals of the Board of Education 21
Superintendent's Priority Areas 25
General Statement of Long Range Objectives, SY 1983-87 29
Planning Assumptions, SY 1984-85 41
Resources 47
Constraints 55
Desired Learning Outcomes 59
Analysis of Test Results 67
Systemwide Targets, SY 1984-85 73
SPP Promotion and Retention Results 79
Demographic Data 85
Occupational Data 95

PROGRESS ON PRIORITY AREAS

Instruction 105
Management Improvement 123
Planning 137
Quality Assurance 145
Resource Development 155
Community Relations/Board of Education 165

NEW DIRECTIONS

Secondary Student Progress Plan 173
Incentive Programs for Teachers 179

EDUCATION PLANS, SY 1984-85

Office of the Superintendent 187
Office of the Deputy Superintendent 237
Office of Instruction 271
Office for Special Services and State Affairs 329
Office of Management Services 357

AUTOMATED MONITORING SYSTEM

APPENDICES

A. School Calendar, SY 1984-85 417
B. Education Plan Glossary 421
C. References 427

EAT TO LEARN
LEARN TO EAT
100% PERFECT ATTENDANCE

"QUALITY TEACHING AND LEARNING: A BLUEPRINT FOR CONTINUED SUCCESS"

PLANNING YEAR III - SY 1984-85

In June 1983, the District of Columbia Public School System adopted an overall theme to guide the work of School Year 1983-84. "Improving the Quality of Teaching and Learning" were the watchwords for all offices and schools, for all teachers, administrators, students, and employees regardless of their titles or job descriptions.

The intention was to focus all school system attention on this dual goal of improving instruction and academic achievement and to recognize that the ultimate mission of each member of the school community is to help students succeed.

In countless ways, we have seen this theme materialize into significant accomplishments. Student achievement, as measured by standardized test scores, has continued to steadily increase at the elementary and junior high school levels. Other indicators of progress abound: citywide academic competitions; attendance improvement; national recognition of several schools and programs; and systemwide programs to acknowledge and encourage outstanding teaching practices. Additionally, on the management side of our education system, our efforts have successfully focused on streamlining administrative functions to better serve individual schools, teachers, and consequently, students. The automation of student records, procurement services, and employee data are examples of how the school system is more efficiently using its resources to assist in the learning process.

For the coming school year 1984-85, we have adopted a theme which pays tribute to these past achievements and simultaneously, urges us on to new heights: "Quality Teaching and Learning: A Blueprint for Continued Success." Instruction and student achievement remain the focal points for all our work in the year to come. We have met with much success; but we have much more we can -- and will -- accomplish.

Of major importance in the year ahead is the improvement of our secondary schools. The implementation of the Secondary Student Progress Plan will begin this year at the seventh grade level. Particular emphasis will be placed on increasing student success at the senior high level; comprehensive profiles of high schools will be developed and school-wide improvement teams formed to enhance achievement at the high schools.

Computer literacy also will continue to be a school system priority in SY 1984-85. As computer laboratories become operational in every school this year, all students will not only be learning about high technology, but will also be learning a variety of subjects through this technology.

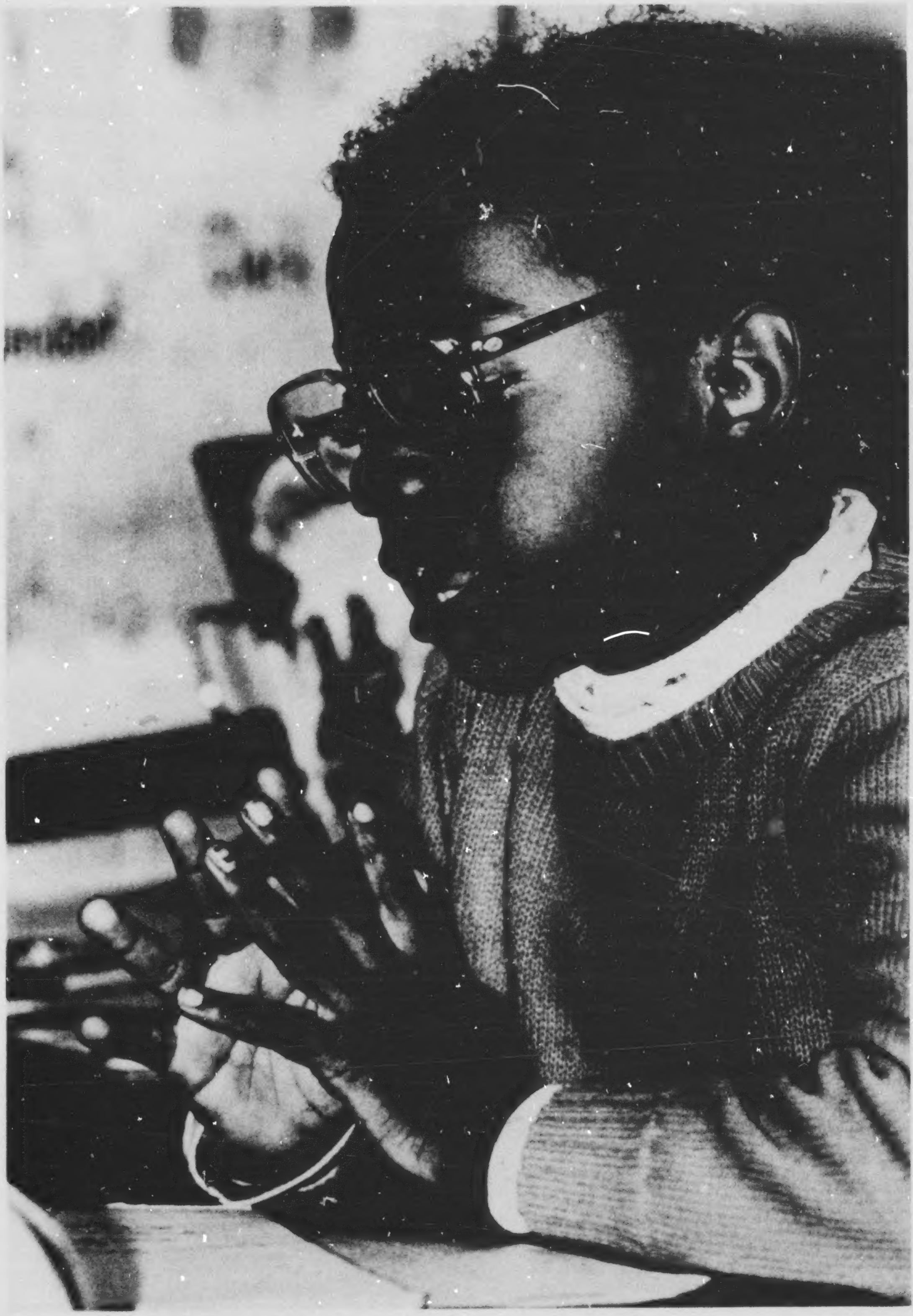
The improvement of instruction remains high on our agenda in the coming school year. With the completion of the Congressionally-mandated study of teacher incentives in May 1984, the Board of Education approved work to proceed on several of the study's recommendations aimed at recognizing and rewarding exemplary teaching and at retaining and recruiting highly qualified teachers. Among the first of the recommendations to be implemented will be the establishment of awards for school-wide improvement efforts.

Our list of areas requiring concerted attention and work is lengthy. Despite significant gains in attendance, school safety and security, management efficiency, these aspects of schooling -- and others -- require our constant vigilance and continued efforts at improvement. The tasks before us require addressing our shortcomings without forsaking or neglecting our proven strengths. As we seek to improve math and science education, for example, we can not ignore our students' needs for training in the visual and performing arts. Likewise, as we help students increase their writing skills and analytical powers, we can not overlook their need for practical employment training and career awareness.

As a school system, we have met many formidable challenges in recent years and we can take pride in our growing momentum of progress. It is, in fact, these accomplishments that enable us now to tackle our lingering problems and new challenges.

Unquestionably, one of our greatest strengths as a school system lies in our increased ability to systematically plan our courses of work and improvement, rather than merely react to crises with temporary "bandaid" solutions to problems. This document, The Comprehensive Education Plan, SY 1984-85, is evidence of our planned approach to improvement in all school system arenas. As such, I encourage all administrators, supervisors and teachers to become aware of the plan's contents. Through such a broad base of understanding about the school system's directions for SY 1984-85, all schools, offices and employees can coordinate their efforts and maximize the rewards of those undertakings.

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer



- THE PLANNING PROCESS, SY 1984-85

THE PLANNING PROCESS, SY 1984-85

PLAN DEVELOPMENT PHASE - JANUARY - JULY 1984

JANUARY - FEBRUARY 1984 ACTIVITIES

Office of Superintendent

Identifies needs and priorities for SY 1984-85; reviews current systemwide philosophy, mission and goals; examines comprehensive plan purposes, programs and priorities based upon monitoring feedback, multi-year plans, and other data; identifies activities for reduction or expansion.

Division of Program Development and Planning

Updates planning process, timetable, format and support materials.

Division of Quality Assurance

Updates demographic and occupational data and enrollment projections.

Division of Budget

Updates FY 1985 budget information for instructional programs and support services for SY 1985.

Division of Information Resource Management (DIRM)

Updates in conjunction with the Division of Program Development and Planning, SY 1984-85 automated monitoring system, format, timetable and materials.

Major Offices

Update SY 1984-85 planning assumptions and submit to Division of Program Development and Planning.

FEBRUARY - MARCH 1984 ACTIVITIES

Office of Superintendent

Approves and disseminates to major offices the planning materials required to develop office education plans for SY 1984-85.

Division of Program Development and Planning

Briefs appropriate office personnel on SY 1984-85 plan, format, timetable and materials; provides technical assistance to individual offices as required.

Division of Information Resource Management (DIRM)

Briefs appropriate office personnel on the use of the automated monitoring system in conjunction with planning office.

Major Offices

Review program mission, functions and long range and intermediate objectives; develop critical tasks for the completion of annual objectives; identify responsible units, completion dates and indicators for each task; formulate and recommend new or revised policy considerations; develop narrative descriptions of the major programmatic thrusts; submit office education plans to Office of Superintendent.

Divisions/Regions

Review office mission, functions and long range and intermediate objectives; develop critical tasks for the completion of division/region annual objectives; identify responsible units, completion dates and indicators for each task; formulate and recommend new or revised policy considerations; develop narrative descriptions to support major programmatic thrusts; submit plan to executive office.

APRIL 1984 ACTIVITIES

Office of Superintendent

Forwards draft office education plans to the Division of Program Development and Planning.

Division of Program Development and Planning

Reviews/edits office education plans and coordinates plan revisions with major offices; edits and refines education support materials including demographic and occupational data, enrollment projections, budget information, major trends, etc.; provides technical assistance as required.

Division of Budget

Revises FY 1985 budget information based upon final budget approval by the Mayor and City Council; informs major offices of revised level of funding.

Major Offices

Revise/finalize office education plans as needed.

Division/Regions

Revise/finalize division/region plans as needed.

MAY - JUNE 1984 ACTIVITIES

Division of Quality Assurance

Reports spring 1984 systemwide test data and analysis; develops SY 1984-85 systemwide targets for student achievement.

Division of Program Development and Planning

Consolidates/finalizes office education plans and materials; submits camera ready Comprehensive Education Plan to the Superintendent for review and approval.

Office of Superintendent

Reviews and approves Comprehensive Education Plan; forwards to the Division of Program Development and Planning and Division of Information Resource Management for appropriate action.

JULY 1984 ACTIVITIES

Division of Program Development and Planning

Coordinates printing of Comprehensive Education Plan; transmits printed plan to Superintendent for submission to the Board of Education.

Division of Information Resource Management (DIRM)

Inputs office education plan information into computer allowing remote terminal access from each office.

Office of Superintendent

Submits Comprehensive Education Plan to the Board of Education.

PLAN IMPLEMENTATION PHASE - AUGUST 1984 - JUNE 1985

AUGUST - OCTOBER 1984 ACTIVITIES

Office of Superintendent

Disseminates Comprehensive Education Plan to administrators and supervisors, the Mayor and City Council, local organizations, branch libraries, selected educational institutions, etc.

Division of Program Development and Planning

Reviews/edits SY 1984-85 automated office education plans.

Division of Budget

Establishes FY 1985 budget allotments and informs offices of line-item funding.

SEPTEMBER 1984 - JUNE 1985 ACTIVITIES

Major Offices

Monitor implementation of office plans and initiate corrective action as required; enter updated information into automated monitoring system; submit periodic monitoring reports to the Superintendent.

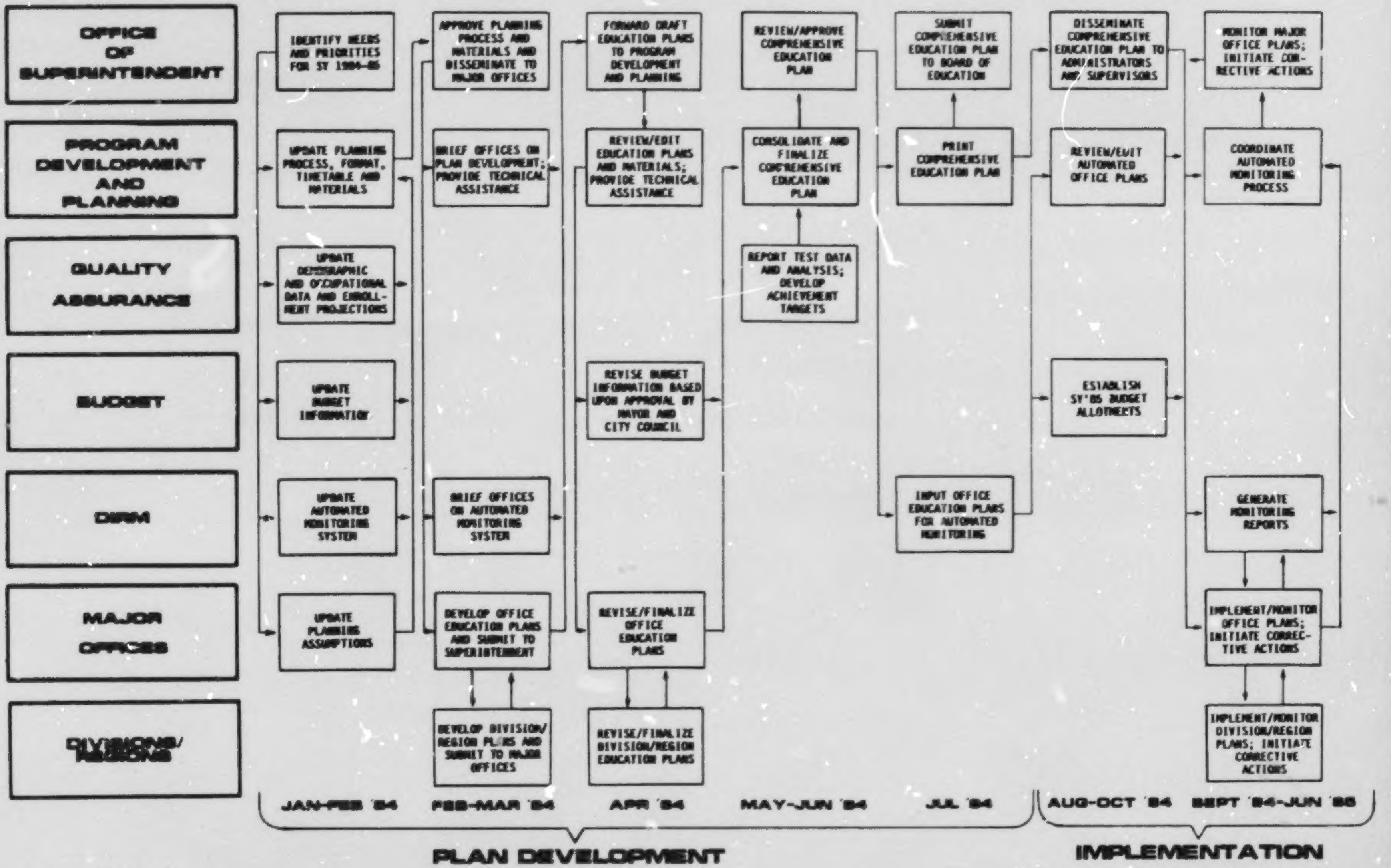
Division/Regions
Monitor implementation of division/region plans and initiate corrective action as required; submit periodic monitoring reports to the executive office.

Division of Program Development and Planning
Coordinates automated monitoring process.

Division of Information Resource Management (DIRM)
Generates periodic automated monitoring reports of each major office education plan for submission to the Superintendent.

Office of Superintendent
Reviews periodic monitoring reports of major offices; initiates corrective action on "off plan" activities as needed.

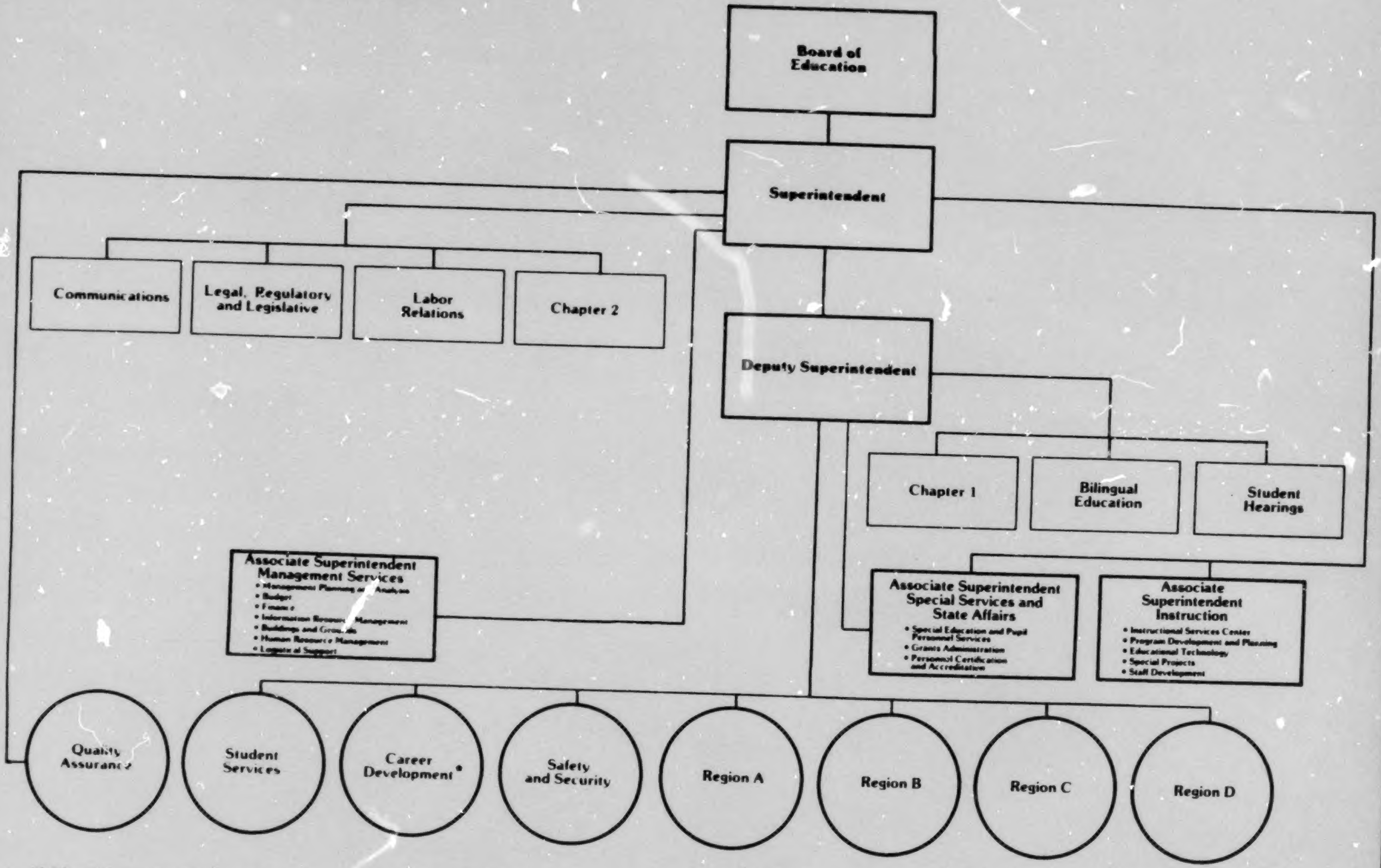
THE PLANNING PROCESS, SY 1984-85


OFFICE OF SUPERINTENDENT
PROGRAM DEVELOPMENT AND PLANNING
QUALITY ASSURANCE
BUDGET
DIRM
MAJOR OFFICES
DIVISIONS/REGIONS
IDENTIFY NEEDS AND PRIORITIES FOR SY 1984-85
UPDATE PLANNING PROCESS, FORMAT, TIMETABLE AND MATERIALS
UPDATE DEMOGRAPHIC AND OCCUPATIONAL DATA AND ENROLLMENT PROJECTIONS
UPDATE BUDGET INFORMATION
UPDATE AUTOMATED MONITORING SYSTEM
UPDATE PLANNING ASSUMPTIONS
APPROVE PLANNING PROCESS AND MATERIALS AND DISSEMINATE TO MAJOR OFFICES
BRIEF OFFICES ON PLAN DEVELOPMENT; PROVIDE TECHNICAL ASSISTANCE
BRIEF OFFICES ON AUTOMATED MONITORING SYSTEM
DEVELOP OFFICE EDUCATION PLANS AND SUBMIT TO SUPERINTENDENT
DEVELOP DIVISION/REGION PLANS AND SUBMIT TO MAJOR OFFICES
FORWARD DRAFT EDUCATION PLANS TO PROGRAM DEVELOPMENT AND PLANNING
REVIEW/EDIT EDUCATION PLANS AND MATERIALS; PROVIDE TECHNICAL ASSISTANCE
REVISE BUDGET INFORMATION BASED UPON APPROVAL BY MAYOR AND CITY COUNCIL
REVISE/FINALIZE OFFICE EDUCATION PLANS
REVISE/FINALIZE DIVISION/REGION EDUCATION PLANS
REVIEW/APPROVE COMPREHENSIVE EDUCATION PLAN
CONSOLIDATE AND FINALIZE COMPREHENSIVE EDUCATION PLAN
REPORT TEST DATA AND ANALYSIS; DEVELOP ACHIEVEMENT TARGETS
SUBMIT COMPREHENSIVE EDUCATION PLAN TO BOARD OF EDUCATION
PRINT COMPREHENSIVE EDUCATION PLAN
INPUT OFFICE EDUCATION PLANS FOR AUTOMATED MONITORING
DISSEMINATE COMPREHENSIVE EDUCATION PLAN TO ADMINISTRATORS AND SUPERVISORS
REVIEW/EDIT AUTOMATED OFFICE PLANS
ESTABLISH SY'85 BUDGET ALLOTMENTS
MONITOR MAJOR OFFICE PLANS; INITIATE CORRECTIVE ACTIONS
COORDINATE AUTOMATED MONITORING PROCESS
GENERATE MONITORING REPORTS
IMPLEMENT/MONITOR OFFICE PLANS; INITIATE CORRECTIVE ACTIONS
IMPLEMENT/MONITOR DIVISION/REGION PLANS; INITIATE CORRECTIVE ACTIONS
JAN-FEB '84
FEB-MAR '84
APR '84
MAY-JUN '84
JUL '84
AUG-OCT '84
SEPT '84-JUN '85
PLAN DEVELOPMENT
IMPLEMENTATION

- ORGANIZATIONAL CHART

District of Columbia Public Schools

Organizational Chart


Board of Education
Superintendent
Communications
Legal, Regulatory and Legislative
Labor Relations
Chapter 2
Deputy Superintendent
Chapter 1
Bilingual Education
Student Hearings
Associate Superintendent Management Services
• Management Planning and Analysis
• Budget
• Finance
• Information Resource Management
• Buildings and Grounds
• Human Resource Management
• Logistical Support
Associate Superintendent Special Services and State Affairs
• Special Education and Pupil Personnel Services
• Grants Administration
• Personnel Certification and Accreditation
Associate Superintendent Instruction
• Instructional Services Center
• Program Development and Planning
• Educational Technology
• Special Projects
• Staff Development
Quality Assurance
Student Services
Career Development*
Safety and Security
Region A
Region B
Region C
Region D

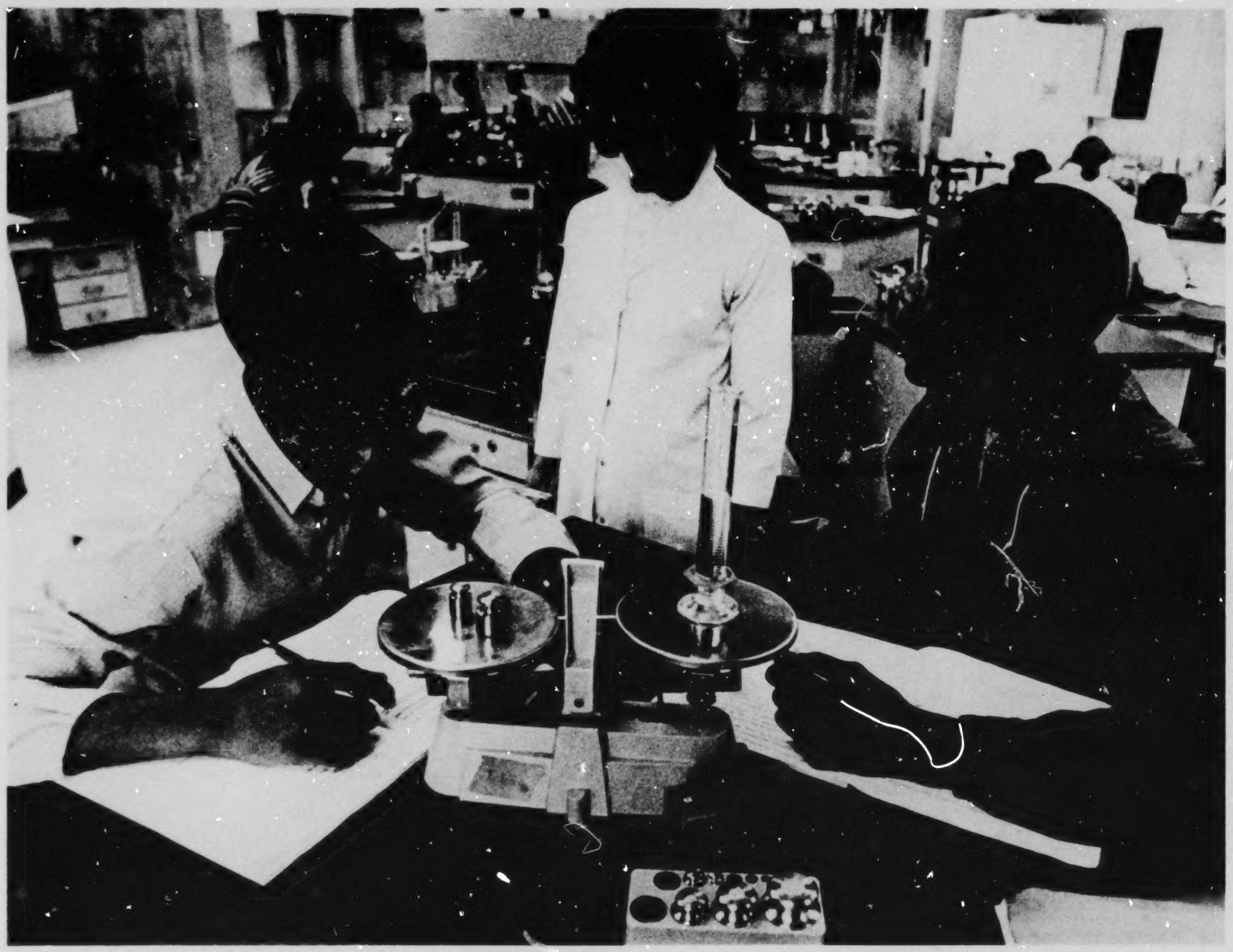
*Adult and Community Education is a component of Career Development.

Effective October 1, 1984

13

BEST COPY AVAILABLE

Context for Educational Planning



26

- **PHILOSOPHY**

PHILOSOPHY

We believe that every child has an inherent right to an education which will enhance the development of maximum capability, regardless of sex, and ethnic, economic, social or religious background. We believe that every child has the ability to learn, and that we must build on this positive assumption. We believe that every child has an inalienable right to the tools which facilitate the achievement of personal goals and the fulfillment of obligations to society. Therefore, the District of Columbia Public School System pledges itself to meeting this challenge by providing a comprehensive educational program in an atmosphere that is open, concerned, and responsive to the needs of students and the community.

We believe that every individual has certain basic human needs, beyond educational needs, which must be addressed by the schools. We believe that the educational process must provide an environment in which all students are afforded the opportunity to obtain competencies which will help them survive as individuals and as members of society. We believe that the District of Columbia Public Schools must serve as a model for public institutions by providing the best possible educational programs, management systems, personnel, and leadership in attempting to reach its goals. To that end we are committed to the establishment of practices and programs which will insure the intellectual, physical, emotional, and esthetic well-being of all students.

- GOALS OF THE BOARD OF EDUCATION

GOALS OF THE BOARD OF EDUCATION 1/

- The promotion of a standard of excellence in achievement and endeavor through the establishment of an educational program designed to promote the attainment of knowledge, competencies, and skills;
- The promotion of a standard of excellence in achievement and endeavor through an instructional staff which meets high standards of preparation and performance;
- The establishment and implementation of a system for the continuous assessment and evaluation of the needs and achievements of students, teachers, administrators, individual schools and programs, and the educational support and management systems and personnel of the Public Schools;
- The equitable distribution of available resources and services to all students;
- The attainment of full public support for the school system and its educational programs, including the provision of sufficient resources for the attainment of program goals and objectives;
- The promotion of greater public awareness of the goals, objectives, programs, services, policies, and operation of the Public Schools, including awareness of the results of continuous assessment and evaluation of the school system;
- The promotion of greater public involvement in the attainment of the goals and objectives of the Public Schools.

1/ Rules of the Board of Education, General Educational Policy, Section 700.3.

- SUPERINTENDENT'S PRIORITY AREAS

SY 1983-87

SUPERINTENDENT'S PRIORITY AREAS
SY 1983-87

- Instruction
    - Competency-Based Curriculum/Student Progress Plan
    - Bilingual Education/Language Development
    - Special Education
    - Adult and Continuing Education
    - Application of Educational Technology
    - Organizational Structure of Schools
    - Secondary Education
    - Career Programs - Public/Private Partnerships
    - Career Development
    - Student Services
    - Instructional Supervision

- Management Improvement
    - Financial Reporting
    - Materiel/Logistical Services
    - Energy Conservation
    - Paperwork Reduction
    - Management Information System
    - Labor Relations
    - Management Analysis
    - Facilities Maintenance
    - Safety and Security
    - Reorganization of Central Administration

- Planning
    - Comprehensive Multi-Year Education Plan, SY 1983-87
    - One Year Plan
    - Facilities Plan
    - Public/Private Partnerships
    - Budget Plan

- Quality Assurance
    - Educational Research
    - Personnel/Program Evaluation
    - Student Assessment
    - Research on Educational Technology

- Resource Development
    - Block Grants
    - Corporate Relations
    - Staff Development
    - Zero Base Budget/Annual Budgets
    - UDC/DCPS Partnership
    - Personnel

- Community Relations/Board of Education

- GENERAL STATEMENT OF LONG RANGE OBJECTIVES

SY 1983-87

GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

OBJECTIVES	ACHIEVEMENT INDICATORS
I. **INSTRUCTION**	
A. Within the availability of resources, and based upon the evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Competency-Based Curriculum and Student Progress Plan.	A.1. Modifications, revisions, and refinements in the design and implementation of the Competency-Based Curriculum; A.2. Provision of a comprehensive program of study for grades 9-12; A.3. The design and implementation of revised standards for grading and promotion on the secondary level; A.4. Improved instructional delivery system at all instructional levels; A.5. Expanded staff development opportunities in effective Competency-Based Curriculum strategies for teachers and administrators; A.6. The completion of the second phase of the evaluation of the Competency-Based Curriculum and Student Progress Plan by the University of the District of Columbia and the National Institute of Education.
B. Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading, language arts, mathematics, science, social studies, and the arts.	B. Improved student achievement on standardized tests and other indicators of academic performance.

OBJECTIVES	ACHIEVEMENT INDICATORS
I. INSTRUCTION - (Cont'd)	
C. Within the availability of resources, the Superintendent will ensure the provision of specialized instructional services for bilingual, gifted and talented, and special education students, and adults.	C. Upgraded and expanded programs and services for specialized student populations.
D. Within available resources, the Superintendent will direct the development and application of technology to the solution of problems related to the improvement of classroom instruction and classroom management.	D.1. Establishment of an Educational Technology Office; D.2. Implementation of a comprehensive systemwide Computer Literacy Program; D.3. Utilization of computers and other technologies to facilitate classroom instruction and classroom management; D.4. Planning for future uses of state-of-the-art technologies, i.e., interactive cable television, videodisc, electronic mailbox, teleconferencing, etc.
E. Utilizing feedback on the current grade organizational structure, building base data and trends operational analysis, the Superintendent will direct a study of the school system's grade organization and the development of appropriate recommendations.	E. Documented evidence of school organizational plan developed as a result of school data analysis and recommendations.
F. Through established partnerships with the private sector, designed to complement existing academic programs, the Superintendent will improve educational and career options for secondary school students.	F. Established public/private partnerships, programs in communications, computer science, engineering, business/finance, hospitality and health careers.

I. **INSTRUCTION** - (Cont'd)

OBJECTIVES	ACHIEVEMENT INDICATORS
G. Based upon the overall goals and objectives of career development, and the completion of the modernization of Career Development Centers, the Superintendent will direct the transition from traditional vocational programs and facilities to a comprehensive career development program.	G.1. The development and implementation of a transition plan for a comprehensive career development program;
	G.2. An established comprehensive career development program;
	G.3. Availability of a wider range of career programs in modernized facilities.
H. Considering the need for effective supervision, the Superintendent will strengthen instructional supervision.	H.1. The improvement in the quality of instructional supervision;
	H.2. The implementation of practices that provide for maximum effectiveness in the utilization of supervisory services.

II. MANAGEMENT IMPROVEMENT

OBJECTIVES	ACHIEVEMENT INDICATORS
A. In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.	A.1. Timely payments to vendors and internal audit verifications of established appropriated, non-appropriated, and local school funds; A.2. Refined procurement process supported by current state-of-the-art automated support systems and prompt delivery of goods and services; A.3. Reduced operational costs based upon energy conservation; A.4. Increased in-service training opportunities for support services personnel; A.5. Reduction of paperwork through the development and implementation of a coordinated, streamlined, uniform reporting system.
B. Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information.	B.1. A comprehensive plan for the collection, processing and management of data; B.2. Implementation of a Management Information System.
C. In accordance with the guidelines of the Board of Education, the Superintendent will administer current labor-management agreements and direct the negotiation of their renewal.	C.1. Maintenance of good labor-management relations; C.2. Completion of negotiations of expired labor-management contracts.
D. Under the direction and leadership of the Superintendent, management analysis services will be provided to offices, divisions, and regions, to increase the efficiency and effectiveness of selected programs and operations.	D.1. Development of management analysis reports on various programs and operations; D.2. Implementation of approved recommendations; D.3. Increased efficiency and effectiveness of selected programs and operations.

II. MANAGEMENT IMPROVEMENT (Cont'd)

OBJECTIVES	ACHIEVEMENT INDICATORS
E. Within available resources, the Superintendent will improve the maintenance of school properties through increasing the efficiency of maintenance and repair operations.	E.1. Documented evidence of reductions in contract support for maintenance and repairs; E.2. Reduction in requests from Buildings and Grounds supervisors.
F. Recognizing the necessity for an environment conducive to learning, and within available resources, the Superintendent will upgrade the provisions for safety and security.	F.1. A comprehensive analysis of safety and security procedures; F.2. Significant reduction in incident reports.
G. Taking into account changes required by the advent of new technologies, methodologies, and limited financial resources, the Superintendent will examine the organizational structure of the central administration and modify, realign and/or reorganize as required.	G. Modified, realigned and/or reorganized organizational structure.

OBJECTIVES	ACHIEVEMENT INDICATORS
III. **PLANNING**	
A. Using available staff and resources, the Superintendent will design and implement a comprehensive multi-year plan for SY 1983-87 (including a facilities plan) from which a one year Comprehensive Education Plan for SY 1983-84 will be extracted.	A.1. Completion of multi-year Comprehensive Education Plan for SY 1983-87; A.2. Completion of Comprehensive Education Plan for SY 1983-84; A.3. Updated multi-year plan through the development of annual plans.
B. Using available staff and resources, the Superintendent will design and establish public/private partnerships.	B.1. Conceptual designs for specific public/private partnerships; B.2. Negotiated public/private agreements.
C. In accordance with the Rules of the Board of Education, the Superintendent will develop annual budget plans for the multi-year planning period, SY 1983-87.	C. Annual budget plans for the multi-year planning period, SY 1983-87.

OBJECTIVES	ACHIEVEMENT INDICATORS
IV. QUALITY ASSURANCE	
A. Utilizing available staff and resources, the Superintendent will identify research issues and direct the design and implementation of educational research projects which support the priority areas of the school system.	A.1. Established research projects in identified priority areas; A.2. Reported results of research projects.
B. Using available staff and resources, the Superintendent will design and implement an accountability system which provides for a more objective and effective evaluation of personnel and programs.	B.1. An operationalized accountability system; B.2. Evaluation reports on educational programs.
C. In accordance with the Rules of the Board of Education, and the ongoing assessment and evaluation of the instructional program and student achievement, the Superintendent will establish and implement an approved citywide testing program.	C. Implementation of the approved City-wide Assessment Program and the reporting of assessment data in accordance with the Rules of the Board of Education.
D. Utilizing available resources, the Superintendent will survey the state-of-the-art in educational technology in support of the improvement of student achievement, classroom instruction and management.	D Research reports on application of educational technology in improving student achievement, classroom instruction and management.

OBJECTIVES	ACHIEVEMENT INDICATORS
V. RESOURCE DEVELOPMENT	
A. In accordance with federal, state, and local regulations, the Superintendent will administer state level block grant programs and monitor the distribution of funds and operation of programs by local education agencies.	A.1. Effective utilization of block grant funds to complement regular appropriated funds for education; A.2. Reports and recommendations on waste, fraud and abuse.
B. Under the direction and leadership of the Superintendent, DCPS will explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs.	B.1. Exploratory meetings/conferences with private sector representatives; B.2. Informal commitments for public/private partnerships.
C. Recognizing the need to upgrade skills, and within available resources, the Superintendent will provide in-service training opportunities for instructional, administrative, and support staff.	C. Provision of in-service training opportunities for school system personnel.
D. Under the leadership and direction of the Superintendent, and through the concerted efforts of offices, divisions, and regions, prepare and submit to the Board of Education a zero-base budget for SY 1984 and annual budgets for the multi-year period, SY 1983-87.	D. Approved zero-base budget for SY 1984 and annual budgets for SY 1983-87.

V. RESOURCE DEVELOPMENT (Cont'd)

OBJECTIVES	ACHIEVEMENT INDICATORS
E. Recognizing the necessity for coordination and cooperation between publicly-supported educational institutions in the District of Columbia, the Superintendent will further develop the partnership between the University of the District of Columbia and the public school system.	E. Expanded coordination and cooperation with the University of the District of Columbia.
F. In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.	F.1. Documented evidence of review of current supervisory and personnel procedures; F.2. Recommendations for revising and strengthening supervisory procedures; F.3. Implementation of improved personnel and supervisory procedures.

OBJECTIVES	ACHIEVEMENT INDICATORS
VI. COMMUNITY RELATIONS/BOARD OF EDUCATION	
A. The Superintendent will keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools.	A. The timely submission of Board reports, memoranda, bulletins, news releases, general publications, and regular schedule of Board-Superintendent conferences, and community meetings.
B. The Superintendent will support and advocate the policies of the Board of Education to the staff and the public.	B. The issuance of directives and memoranda directly related to Board policies, monitoring of implementation of Board policies, discussion of Board policies in staff meetings and meetings with citizens, and the dissemination of news releases and other informative documents and publications.
C. The Superintendent will increase opportunities for community participation in the educational process.	C. The expansion of formal and informal means for community participation in local, regional and central operations and programs.

- PLANNING ASSUMPTIONS, SY 1984-85

PLANNING ASSUMPTIONS
SY 1984-85

- The Superintendent's Priority Areas and General Statement of Long Range Objectives will continue in force during SY 1984-85.

- The goals of the Board of Education and the Mission of the District of Columbia Public Schools will remain the same throughout SY 1984-85.

- During SY 1984-85, the administrative and grade level organizational structures of the schools will be examined as new factors, (i.e., technology, limitations of resources, decline in enrollment, research in priority areas) are taken into account.

- The SY 1984-85 school year shall include a minimum of 184 regular instructional days unless otherwise directed by the Superintendent in consultation with the Board of Education.

- Based upon the evaluations conducted by the University of the District of Columbia and the National Institute of Education, and the need to promote continued excellence, the Competency-Based Curriculum will be strengthened through the extension of the Student Progress Plan to the secondary level.

- Emphasis will be placed upon improving the instructional delivery system at the secondary level, including the implementation of the Competency-Based Curriculum and revised standards for grading and promotion.

- During SY 1984-85, programs will be developed to serve specialized student populations, including bilingual, gifted and talented, and special education students and adults. Emphasis will be placed on the development and expansion of regional and state-level special education programs and to special education placements in the least restrictive environments appropriate.

- Educational technology will be used to improve classroom instruction and classroom management.

- Increased career options for secondary school students will be generated through the development and implementation of public/private partnership programs.

- The assessed needs of individual students, ranked instructional goals, skills classification categories, and summarized levels of performance on psycho-educational assessment batteries will be used in establishing an Individualized Education Program (IEP) for each identified handicapped child, which is compatible with the established priorities for implementing components of the Competency-Based Curriculum.

- A variety of data on students will be available on a restricted basis at the local school, regional and central levels, including, but not limited to, membership data, attendance data, health data and certain test results.

- Instructional personnel and non-instructional personnel will be allocated on an equitable basis in all regular schools based upon established criteria.

- Maximum utilization of facilities and space will continue to be a priority.

- Excess space in school facilities will be available for joint occupancy/ leasing or occupancy by other agencies and non-profit organizations.

- Increased efficiencies in maintenance and repair operations will be realized during SY 1984-85.

- The school system will be able to take advantage of economies resulting from better utilization of school building space and rechannel these savings.

- The Board of Education will administer four labor-management agreements during SY 1984-85; negotiations for new labor-management agreements will occur.

- An improved accountability system providing a more objective and effective evaluation of personnel will be implemented.

- Systems development for automated procurement, equipment inventory, transportation and menu planning will continue during SY 1984-85.

- Information/data for administrative research will be consolidated and automated to minimize paperwork as far as possible.

- Research capacity in priority areas will be strengthened through increased coordination with the expanded use of advanced graduate students in area institutions of higher education.

- The financial needs budgeted for FY 1985 do not reflect increases in salaries for FY 1985. This amount will be provided through a supplemental budget upon final union negotiations.

- The total number of classroom teachers will continue to decline in consonance with student population data. To maintain the SY 1982-83 pupil/teacher ratio, a decline in 9 teacher positions has been estimated for FY 1985.

- The savings derived from the decline in student membership will be directed toward school system identified priorities such as technological needs in instruction, educational management, equipment replacement and professional development. The level of funds to be redirected in FY 1985 is estimated to be approximately $300,000.

- The level of funding for energy will be slightly decreased to reflect the leveling costs of fuel oil. Slight increases in funds are anticipated for electricity costs.

- The citywide student assessment program will assist in providing data on the extent of student progress on the achievement of the CBC instructional objectives.

- Enrollment Projections:

	1984-85	1985-86
Elementary	48,200	48,400
Junior High	19,900	19,800
Senior High	17,000	16,500
Special Education Citywide Schools and Programs	2,800	2,800
Adult and Community Education	22,000	22,500
Other	700	700

- Modernization of Career Development Centers will be completed in order to make the transition from traditional programs to integrated career development programs on a shared-time basis.

- Instructional supervision and services will be strengthened through effective personnel procedures and increased opportunities for staff development.

- A management information system using state-of-the-art technology will be developed and implemented.

- Operations and procedures of the school system will be reviewed and revised, if necessary, in relation to the established goals and priority objectives and the need for increased efficiency of administrative systems.

- The perceived needs of students, ranked instructional goals, five skills classification categories, and perceived level of performance of the school system as determined through the systemwide needs assessment and the results of students' performance on criterion-referenced tests and norm-referenced tests will be used as guiding factors in establishing system priorities, and implementing the Competency-Based Curriculum.

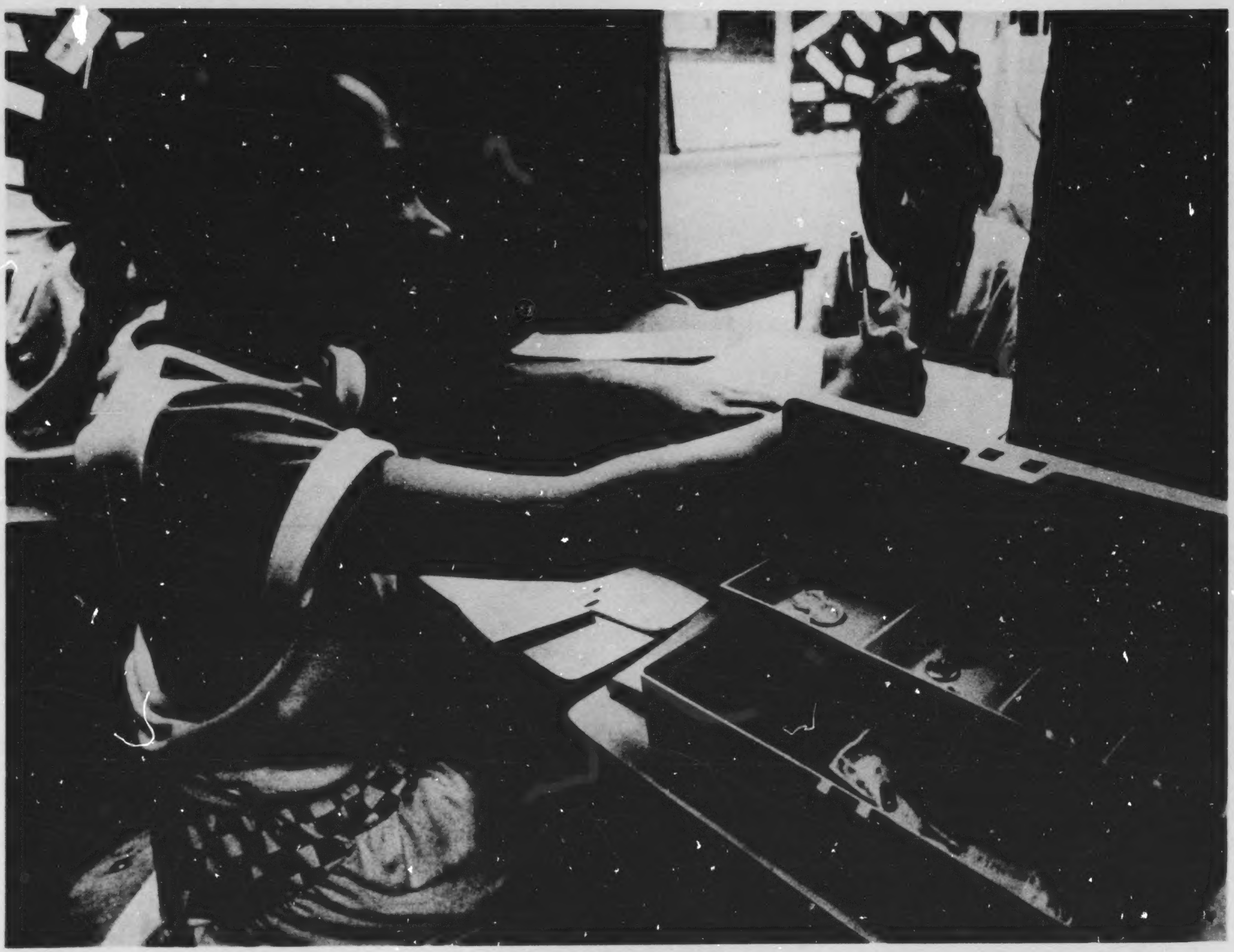
- The expected FY 1985 level of funding in the regular budget will be $338,850,000 exclusive of pay raise adjustments.

- The expected FY 1985 level of funding in federal grants will be approximately $38,455,000 while approximately $2,000,000 is expected from private sources and other grants.

- The percentage of the budget distributed to the major objects (salaries and benefits, supplies and materials, communications, other services and charges, subsidies and transfers, equipment rental) will remain fairly constant except for slight reductions in energy costs.

- Allocations of personnel and material resources will be established on the basis of the March projected student enrollment by school, and adjusted on the basis of the October membership report.

- **RESOURCES**



Facility Resources	FY 1983
Elementary Schools	123
Elementary-Junior High Schools	2
Junior High Schools	27
Senior High Schools	13
Special Education Schools	4
Career Centers	7
Adult and Continuing Education Centers	3
Administrative Buildings	2
Management Services Buildings	13
Other Property Involvements	5
Total	199

Prepared by
Division of Program Development
Facilities Planning Branch
July 1984

AVAILABLE FUNDS

Fiscal Year 1/	Operating Expenses	Capital Outlay	Federal Funds	Total
1974	$168,919,200	$37,459,700	$32,873,719	$239,252,619
1975	188,673,500	16,942,500	32,279,700	237,895,700
1976	203,980,600	18,057,800	38,175,724	260,214,124
1977	224,787,100	834,000	40,281,535	265,902,635
1978	245,008,600	10,761,500	42,585,100	298,355,200
1979	253,289,100	12,100,000	44,130,300	309,519,400
1980	243,784,500	22,138,900	45,702,800	311,626,200
1981	279,482,800	1,162,500	41,770,100	322,415,400
1982	272,278,300	14,480,000	41,033,000	327,791,300
1983	306,498,000	8,000,000	42,469,000	356,967,000
1984	326,350,000	19,830,000	39,167,000	385,347,000
1985 2/	338,850,000	11,408,000	38,455,000	388,713,000

1/ Actual expenditures including supplementals, where appropriate, are reflected from FY 1974-83.

2/ Estimated.

Note: Starting FY 1980 Teachers' Retirement, which approximated $22,000,000, was transferred to the City Government.

Prepared by
Division of Budget
July 1984

BUDGET RESOURCES*
(In Thousands of Dollars)

Description	FY 1983 Actual	FY 1984 Estimated	FY 1985 Estimated
Budget Resources			
Appropriated Budget	$306,498.0	$326,350.0	$338,850.0
Federal Grants Assistance	42,469.0	39,167.0	38,455.0
Private and Other Grants	2,816.0	2,135.0	2,135.0
Intra-District Sales	1,498.0	1,251.0	1,251.0
Gross Operating Budget	$353,281.0	$368,903.0	$380,691.0
Budget Allocations by Object			
Salaries and Benefits	$293,998.2	$306,654.5	$314,531.0
Other Operating Costs:			
Supplies and Materials	11,562.3	12,067.4	9,657.0
Energy, Communications and Building Rentals	19,866.1	20,743.1	19,187.0
Other Services and Charges	11,071.7	11,914.4	11,555.0
Subsidies and Transfers	10,406.0	10,859.1	17,139.0
Equipment and Equipment Rentals	6,376.7	6,664.5	8,622.0
Total Operating Budget	$353,281.0	$368,903.0	$380,691.0

---

* Includes all available funds.

Prepared by
Division of Budget
July 1984

BUDGET TOTALS BY CATEGORY
APPROPRIATED FUNDS FOR FY 1985

Main Objects	Budgeted Amount	Funded Positions
Elementary Education	$ 99,668,897	3,101
Junior High Education	41,705,834	1,319
Senior High Education	30,404,508	940
Career Development	13,181,030	381
Special Education	27,518,944	727
Continuing Education	5,611,844	136
Central Services	33,541,395	1,484
Facilities	64,420,625	1,621
Instructional Support	10,745,143	302
Central Management	12,051,780	491
Total	**$338,850,000**	**10,502**

Prepared by
Division of Budget
July 1984

BUDGET TOTALS BY FUNCTION
APPROPRIATED FUNDS FOR FY 1985

	Function	Budgeted Amount
A.	Classroom Instruction	$132,003,157
B.	Small Group and Individual Instruction	21,505,397
C.	Vocational/Technical Instruction	16,308,802
D.	General Instructional Support	28,458,854
G.	Pupil Services	6,553,822
J.	Curriculum Development	2,072,860
K.	Staff Development	905,433
N.	Food Services	9,829,296
P.	Buildings Operation and Maintenance Services	59,410,060
Q.	Construction Services	393,026
R.	Financial Services	2,088,745
S.	Business Services	4,135,524
T.	Transportation Services	7,901,736
U.	Personnel Services	5,106,737
V.	Data Processing Services	1,602,861
W.	Special Services	4,982,655
X.	Internal Accounts	7,445,541
Z.	Management and Policy	28,145,627
TOTAL		**$338,850,000 ***

* Rounded to the nearest thousand.

Prepared by
Division of Budget
July 1984

- **CONSTRAINTS**

CONSTRAINTS

- All budgets, both regular and federal, will be under severe pressure for reduction.
- The delivery of education, health, social, mental health and related services from appropriate District agencies is inhibited by lack of adequate resources.
- There are no public guidelines or formulae for the determination of the share of city resources to be designated for Public Schools. Each year's budget is therefore a random determination by the Mayor and City Council. Lack of such a foundation for long range planning impedes the ability to target those components of the educational program that require priority consideration.
- The Board of Education has the authority to negotiate pay raises but is dependent upon the city to seek the required appropriations for such pay raises.
- The absence of clearly delineated municipal agency accountability and practices regarding the total welfare of handicapped children impacts on the overextended use of public school special education resources.

- **DESIRED LEARNING OUTCOMES**

DESIRED LEARNING OUTCOMES

The following represent the instructional goals of the District of Columbia Public Schools. They center, in order of priority, on developing in students:

INSTRUCTIONAL GOALS

1. A command of fundamental communication skills . . .
2. A command of the skills that constitute mathematical, scientific, and technological literacy . . .
3. The ability to think critically, constructively and creatively . . .
4. A command of the skills that promote sound physical, mental and emotional health . . .
5. The attitudes and self-discipline necessary to meet everyday situations realistically . . .
6. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group . . .
7. The skills and attitudes necessary to planning one's future . . .
8. The ability to demonstrate marketable skills which may lead to economic independence . . .
9. The ability to relate knowledge and capabilities to individual needs and aspirations . . .
10. A command of the analytical skills which lead to sound consumer practices . . .
11. The ability to use leisure time wisely and constructively . . .
12. An understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships . . .
13. Knowledge of governmental processes and the implications of changing political times . . .
14. The knowledge, interpretation and appreciation of literature and the visual and performing arts . . .

TERMINAL OBJECTIVES

Students in Pre-K through 12, given materials and instruction appropriate to their developmental levels, will be able to:

1. Demonstrate a command of fundamental communication skills by . . .
    a. Responding to a variety of situations in a manner which indicates purposeful and attentive listening;
    b. Applying oral and written communication skills for effective self-expression;
    c. Applying skills in interpreting non-verbal communication;
    d. Utilizing appropriate reading skills necessary for comprehension;
    e. Deriving meanings from non-print media and utilizing these as a means of communication;
    f. Applying learned language skills in meeting personal and social needs in human relationships.
2. Demonstrate a command of the skills that constitute mathematical, scientific, and technical literacy by . . .
    a. Applying computational skills to everyday situations;
    b. Applying analytical skills in interpreting commonly encountered situations;
    c. Finding solutions to given problems by using a logical process which includes stating the problems, identifying the variables, collecting needed information, assigning values to alternate solutions, and arriving at a consciously made decision;
    d. Investigating given phenomena using an orderly process of observing, hypothesizing, identifying and controlling variables, collecting data, and drawing defensible conclusions;
    e. Measuring linear distance, volume, weight, mass, and temperature using metric and customary units;
    f. Applying knowledge of the basic concepts of science, mathematics, and technology to everyday life.

3. Demonstrate the ability to think critically, constructively, and creatively by . . .

    a. Collecting and interpreting information from various sources;

    b. Applying skills which are helpful for artistic and creative self-expression;

    c. Applying skills which are helpful in perceptive thinking and a logical progression toward independent decision making.

4. Demonstrate a command of the skills that promote sound physical, mental, and emotional health by . . .

    a. Establishing a life-long program of physical fitness activities;

    b. Applying knowledge and skills related to mental and emotional fitness to a personal everyday program for successful living;

    c. Being constantly aware of the physical, mental, and emotional factors which interact to control one's total well being.

5. Demonstrate attitudes and self-discipline necessary to meet everyday situtations realistically by . . .

    a. Recognizing and exercising responsibilities to self, family, school and community;

    b. Making reasonable choices from among feasible alternatives.

6. Demonstrate an understanding and appreciation of intergroup relationships and acceptance of responsibility within the group by . . .

    a. Participating in the processes of group relationships;

    b. Exhibiting a cooperative attitude toward living and working with others;

    c. Displaying respect for minority opinions and acceptance of majority decisions;

    d. Displaying appreciation and respect for the worth and dignity of individuals;

    e. Exhibiting an awareness of the interdependence of members of the group.

7. Demonstrate skills and attitudes necessary to planning one's future by . . .

    a. Articulating an awareness of the changing nature of society;

    b. Applying the skills necessary for functioning effectively in the future;

    c. Exhibiting competence in establishing goals and setting realistic priorities for everyday living.

8. Demonstrate marketable skills which may lead to economic independence by . . .

    a. Developing a system for continuous examination of personal goals and life styles to ascertain their contributions toward economic independence;

    b. Exhibiting an appreciation and respect for the dignity of work;

    c. Acquiring marketable skills needed for economic independence;

    d. Developing a system for continuous examination of alternative career choices.

9. Demonstrate the ability to relate knowledge and capabilities to individual needs and aspirations by . . .

    a. Exhibiting positive and realistic self-concepts;

    b. Exhibiting sensitivity to the importance of acquiring and developing individual capabilities to the fullest;

    c. Exhibiting attitudes and skills that allow for the realization of lifelong aspirations.

10. Demonstrate a command of the analytical skills which lead to sound consumer practices by . . .

    a. Acquiring an understanding of economic principles;

    b. Developing competencies in the management of money on short and/or long term bases;

    c. Applying skills necessary for collecting information, identifying choices, and making thoughtful purchasing decisions.

11. Demonstrate the ability to use leisure time wisely and constructively by . . .

    a. Applying skills in reading for pleasure and recreation;

    b. Acquiring the ability to participate in lifetime sports as a spectator, individual participant, and/or team member;

    c. Creating channels for hobby and avocation activities;

    d. Exhibiting creative and inventive abilities for leisure time activities;

    e. Identifying resources available in the city and greater metropolitan area.

12. Demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships by . . .

    a. Describing neighborhood, school, community and city history and customs;

    b. Relating the roles and contributions of ethnic and minority groups to our nation's growth and progress;

    c. Describing the impact of geographic, political, social, cultural factors and historical events that have shaped the lives of people;

    d. Recognizing the interdependence of races, creeds, nations and cultures;

    e. Exhibiting an appreciation for one's own heritage.

13. Demonstrate knowledge of governmental processes and the implications of changing political times by . . .

    a. Interpreting the purposes, principles, structure, and changing relation-ships among the components of government;

    b. Identifying and analyzing the sources of power and their influence upon the operation of government;

    c. Utilizing knowledge about governmental functions and services for the well being of the individual;

    d. Assuming the duties, responsibilites and rights of citizens.

14. Demonstrate knowledge, interpretation and appreciation of literature and the visual and performing arts by . . .

    a. Identifying and describing the contributions of various ethnic groups to the art and literature of our country;

    b. Acquiring a world view of the human condition through examination of representative contributors to the areas of art, literature, and music.

- **ANALYSIS OF TEST RESULTS**

ANALYSIS OF TEST RESULTS

ANALYSIS OF GRADE EQUIVALENT SCORES

The 1984 results from the Comprehensive Tests of Basic Skills (CTBS) indicate that this year's third and sixth graders in the District of Columbia Public Schools continue to score above the national norm in all six skill areas tested by the Comprehensive Tests of Basic Skills. (See accompanying table.) Scores for eighth and ninth graders are improved from the preceding year in all areas which were tested. With the exception of Mathematics, third grade scores are also improved from the previous year. Reading scores are improved at the elementary and junior high grades.

Third grade results for the current school year indicate that the median score exceeded the national norm in all areas tested. Third graders obtained median scores that range from three months above the national average in Reading to eight months above the national average in Science. When compared to the 1983 scores, the most improved score for third graders is in Reading with a three month increase. Mathematics scores are one month lower than in 1983. The average overall achievement, as indicated by the Total Battery score is 4.1, three months above the national norm. The total battery score is a composite of the Reading, Mathematics and Language scores.

For the first time, this year's sixth grade scores met or exceeded the national norm of 6.8 in all six skills. When compared to the 1983 scores, the Social Studies skill area is the most improved. Although the scores for Mathematics, Language, and Science are lower than for the previous year, this year's sixth grade scores are three months above the national norm in Mathematics, seven months above in Language and two months in Science. Reference Skills continue the historical pattern of being the skill area recording the highest scores at the sixth grade and for the other grade levels as well.

At grade eight, only three subject areas are tested. These three areas contribute to the Total Battery score. In all three areas, scores are improved from the previous year, ranging from a six month gain in Language to a one month gain in Mathematics. Eighth graders rank at the fiftieth percentile in Mathematics. Overall achievement for the eighth grade is 8.1, four months better than last year, however, seven months below the national norm.

Although median scores for ninth graders range from six months below the national norm of 9.8 in Mathematics to one year below the national norm in Science and Reading, the scores in all subject areas are improved from last year's results. The most improved skill area is Science, where an eight month gain was recorded. Social Studies and Mathematics are the skill areas where ninth graders performed best. Overall achievement is 8.9.

District of Columbia Public Schools

Comparative Results and Analysis for the Comprehensive Tests of Basic Skills
Grades 3, 6, 8, 9, and 11
(May 1983 and May 1984)

MEDIAN SCORE

	Grade 3			Grade 6			Grade 8			Grade 9			Grade 11		
	Grade Equivalent		Percentile	Grade Equivalent		Percentile	Grade Equivalent		Percentile	Grade Equivalent		Percentile	Grade Equivalent		Percentile
SKILL AREA TESTED	1983	1984	1984	1983	1984	1984	1983	1984	1984	1983	1984	1984	1983	1984	1984
Reading	3.9	4.2	61	6.9	6.9	53	7.4	7.9	41	8.4	8.8	42	10.1	9.6	26
Mathematics	4.3	4.2	62	7.3	7.1	57	8.5	8.6	50	9.0	9.2	45	9.9	9.9	33
Language	4.1	4.3	61	7.7	7.5	57	7.5	8.1	45	8.6	9.1	45	10.3	10.0	30
TOTAL BATTERY*	4.0	4.1	58	7.2	7.1	55	7.6	8.1	43	8.8	8.9	42	10.0	9.6	26
Science	4.6	4.6	66	7.3	7.0	53	--	--	--	8.0	8.8	45	9.3	8.6	25
Social Studies	4.0	4.1	59	6.2	7.0	53	--	--	--	8.7	9.3	47	10.3	10.1	34
Reference Skills	4.6	5.0	74	8.6	9.4	74	--	--	--	9.0	9.6	50	10.8	10.1	35
NATIONAL NORM	3.8	3.8	50	6.8	6.8	50	8.8	8.8	50	9.8	9.8	50	11.8	11.8	50

Prepared by

Student Assessment Unit
Division of Quality Assurance
July 1984

At grade 11, scores range from one year seven months below the national norm in Social Studies to three years two months below the national norm of 11.8 in Science. With the exception of Mathematics, this year's eleventh graders scored lower in all areas than the previous year. Mathematics scores were the same for 1983 and 1984. The overall achievement of 9.6 is two years two months below the national norm.

ANALYSIS OF NATIONAL PERCENTILE SCORES

The percentile is a score which indicates the relative standing of DCPS students in comparison to students nationally on a scale which ranges from 1 to 99. The 50th percentile represents the national average for all grades and skill areas. The percentile rank scores permit a comparison of the rank of students as a group at different grades. The percentile scores for students at the four different grades show that the third grade percentiles are above the national average for all the skill areas tested and higher than those of all other grades. The percentile ranks at each subsequent grade are generally lower than those obtained by the third graders. In addition to a comparison of the rank of students at different grades for one test administration, percentile scores also allow comparisons of the rankings of the same group of students at two different test administrations. The comparison is made on the following chart to indicate the relative standing of the same group of students across time for two different administrations of the CTBS.

PERCENTILE SCORE COMPARISON FOR THE SAME GROUPS OF STUDENTS AT TWO TEST ADMINISTRATION DATES

Test Administration Dates and Grades Tested

SKILL AREA TESTED	1981 3rd	1984 6th	1982 6th	1984 8th	1981 6th	1983 8th	1984 9th	1982 9th	1984 11th
Reading	45	53	44	41	41	35	42	29	26
Mathematics	53	57	50	50	47	48	45	35	33
Language	48	57	48	45	46	40	45	34	30
Total Battery	48	55	46	43	42	36	42	31	26
Science	46	53	45	--	41	--	45	30	25
Social Studies	43	53	45	--	42	--	47	35	34

Considering the annual testing of all students in grades 3, 6, 8, 9, and 11, the current sixth grade class was the third grade group in the 1931 administration of the test. The current eighth grade class was the sixth grade group in the 1981 test data, and ninth graders comprised the eighth grade in 1983 as well as the sixth grade class in 1981. The 1984 eleventh graders were the ninth grade group in the 1982 test data.

The current sixth and ninth grade classes were the only groups of students showing an improvement in their percentile ranks across time. For the sixth grade students, their percentile ranks are higher in all skill areas in 1984 than they were as the third grade class in 1981. This year's eight graders maintained the same rank in Mathematics as they held as sixth graders. This year's ninth graders ranked at a higher level in all subjects except Mathematics than they did as eighth graders in the 1983 administration of the test.

Prepared by
Student Assessment Unit
Division of Quality Assurance
July 1984.

- SYSTEMWIDE TARGETS, SY 1984-85

SYSTEMWIDE TARGETS FOR STUDENT ACHIEVEMENT
SY 1984-85

NORM-REFERENCED TESTS

- Using available instructional materials, equipment and personnel, increase the number of elementary schools which obtain median achievement scores in reading that are at or above the national norm on the Comprehensive Tests of Basic Skills by 10 schools at grade 3 and 20 schools at grade 6.

- Using available instructional materials, equipment and personnel, increase the number of elementary schools which obtain median achievement scores in mathematics that are at or above the national norm on the Comprehensive Tests of Basic Skills by 10 schools at grade 3 and 20 schools at grade 6.

- Using available instructional materials, equipment and personnel, obtain systemwide median achievement that is at the national norm in mathematics and five months improved from the 1984 scores in reading for students in the eighth and ninth grades as measured by the Comprehensive Tests of Basic Skills.

- Using available instructional materials, equipment and personnel, obtain systemwide median achievement in reading and mathematics for students in the eleventh grade that is no lower than one year below the national norm as measured by the Comprehensive Tests of Basic Skills administered in May 1985.

CRITERION-REFERENCED TESTS

- Using available instructional materials, equipment and personnel, increase the citywide percentage of regular students mastering a particular objective at primary levels of the criterion-referenced tests in mathematics, reading, language arts and science by 5 percentage points more than the percentage of students mastering a particular objective on the SY 1983-84 administration of the test.

- Using available instructional materials, equipment and personnel increase the citywide percentage of regular students mastering a particular objective at intermediate levels of the criterion-referenced tests in mathematics, reading, language arts and science by 10 percentage points more than the percentage of students mastering a particular objective on the SY 1983-84 administration of the test.

LIFE SKILLS

- Using available instructional materials, equipment and personnel, increase the citywide percentage of 10th grade students that meet the criterion for passing the Life Skills Test by 10 percentage points more than the percentage for the 1984 administration of the test.

SPECIAL EDUCATION

- Using available instructional materials, equipment and personnel, ensure by the end of the second semester of each year that all of the students identified as handicapped and in need of Special Education services meet all of the annual goals stated in each child's Individualized Education Program for that school year.

ADULT AND CONTINUING EDUCATION

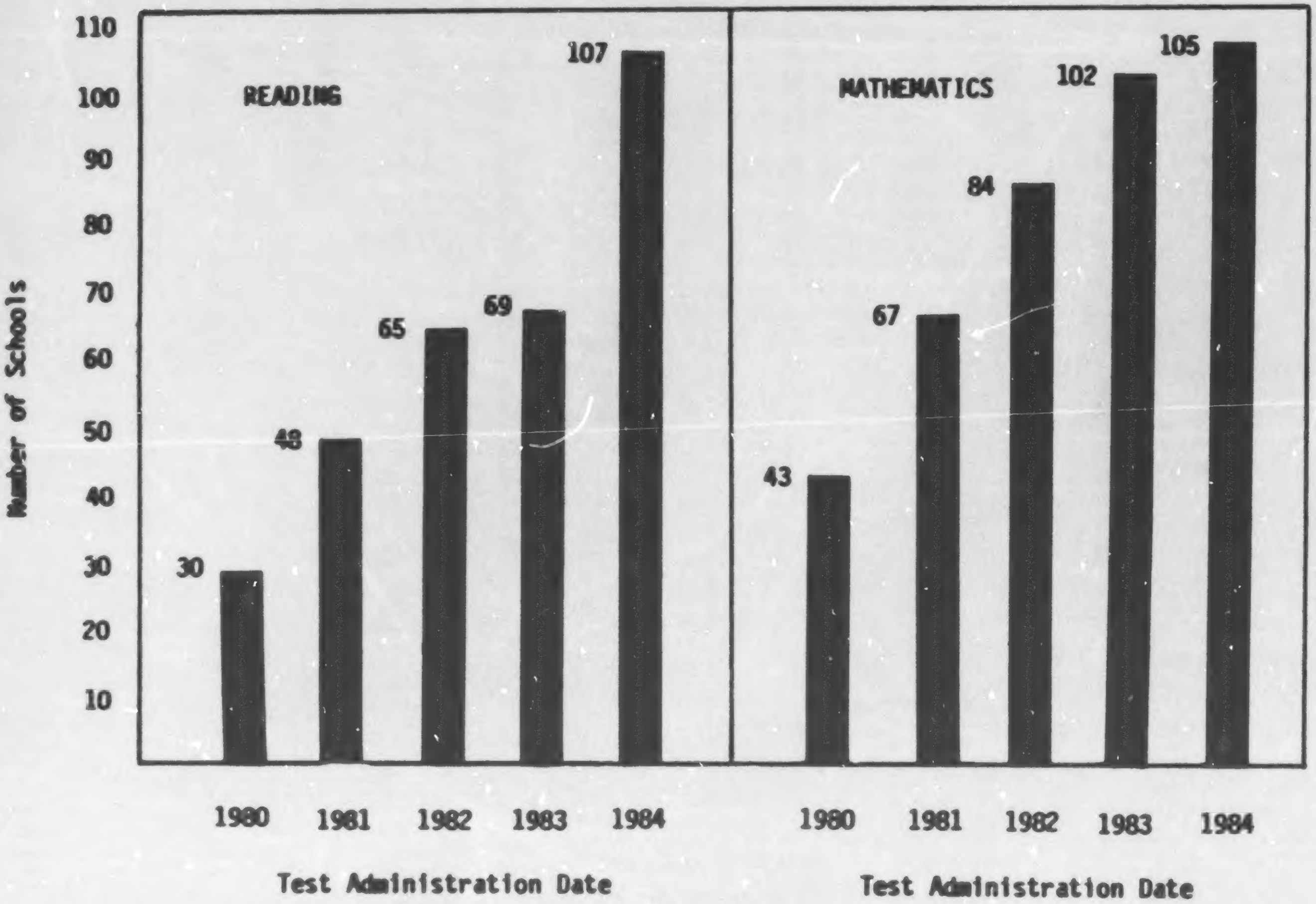
- Using available staff, materials and resources, the median grade equivalent for students who have completed 100 hours of academic or remedial instruction while enrolled in the full-time and/or part-time Adult and Continuing Education Program will be raised 0.6 grade equivalents higher than the median grade equivalents of students prior to instruction, as measured by scores on the California Achievement Test for Adults or the Adult Basic Learning Examination.

(See Tables 1 and 2)

TABLE 1

District of Columbia Public Schools

NUMBER OF SCHOOLS ACHIEVING THE NATIONAL NORM
MEDIAN GRADE EQUIVALENT SCORE OF 3.8
GRADE THREE RESULTS FOR THE COMPREHENSIVE TESTS OF BASIC SKILLS
1980 THROUGH 1984

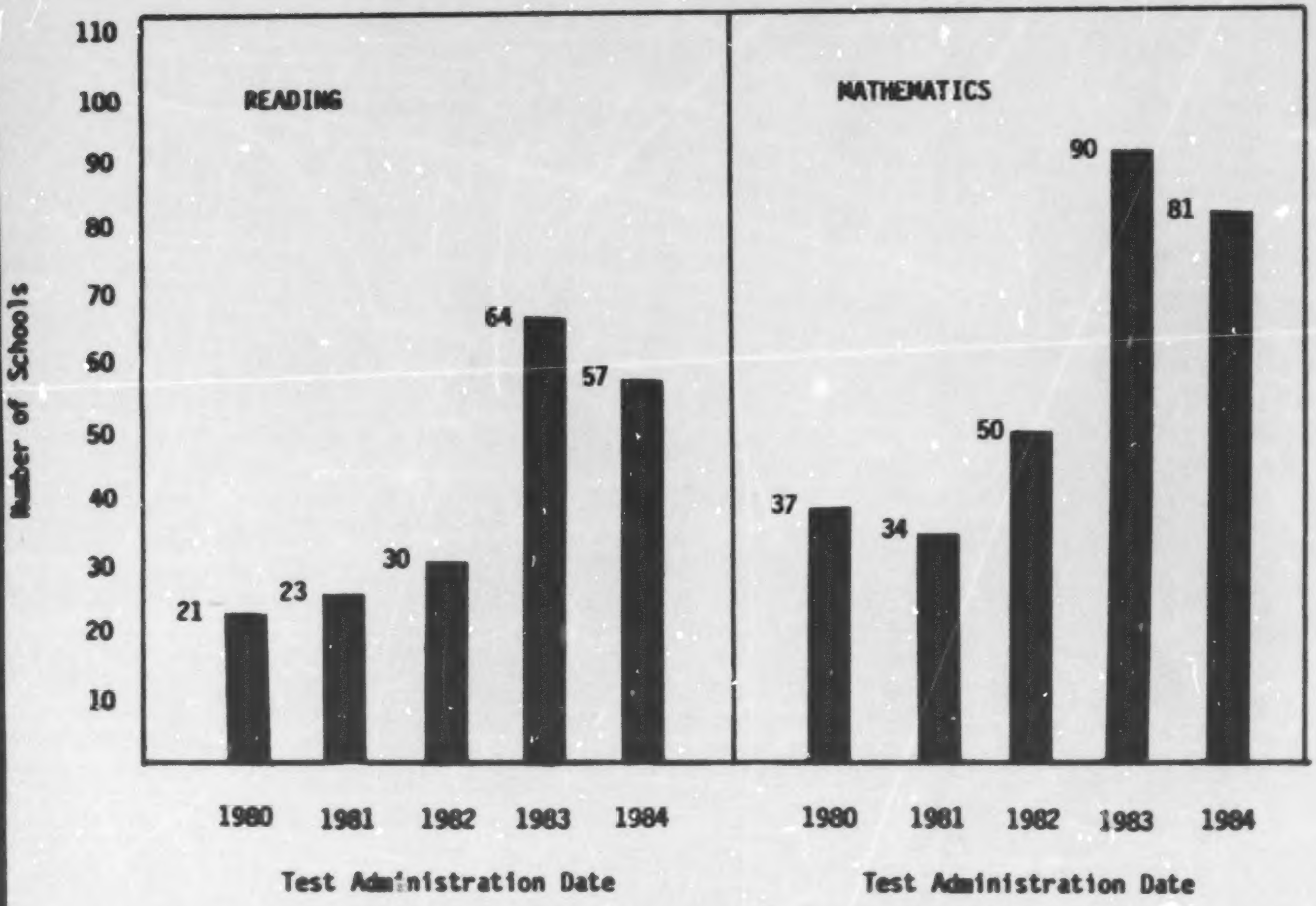


Prepared by the Student Assessment Unit
Division of Quality Assurance
June 1984

TABLE 2

District of Columbia Public Schools

NUMBER OF SCHOOLS ACHIEVING THE NATIONAL NORM
MEDIAN GRADE EQUIVALENT SCORE OF 6.8
GRADE SIX RESULTS FOR THE COMPREHENSIVE TESTS OF BASIC SKILLS
1980 THROUGH 1984



Prepared by the Student Assessment Unit
Division of Quality Assurance
June 1984

• PROMOTION AND RETENTION RESULTS

SPP PROMOTION AND RETENTION RESULTS

Since the implementation of the Student Progress Plan (SPP) for elementary grades in September 1980, students have been promoted or retained at the end of each semester. Promotion is based upon the student's mastery of a set of prescribed objectives in reading and mathematics. A student failing both subjects is retained.

Data have been kept on the numbers of promotions and retentions since the beginning of SPP. These data are provided by classroom teachers as part of the DCPS Evaluation System. As indicated on the following chart, since the beginning of SPP the greatest percentage of children (92.8%) was promoted in June 1984; rates ranged from a low of 87.4% for students in grade one to a high of 96.8% for grade six.

A COMPARISON OF SPP PROMOTION RESULTS BY SEMESTER, JANUARY 1981 THROUGH JUNE 1984

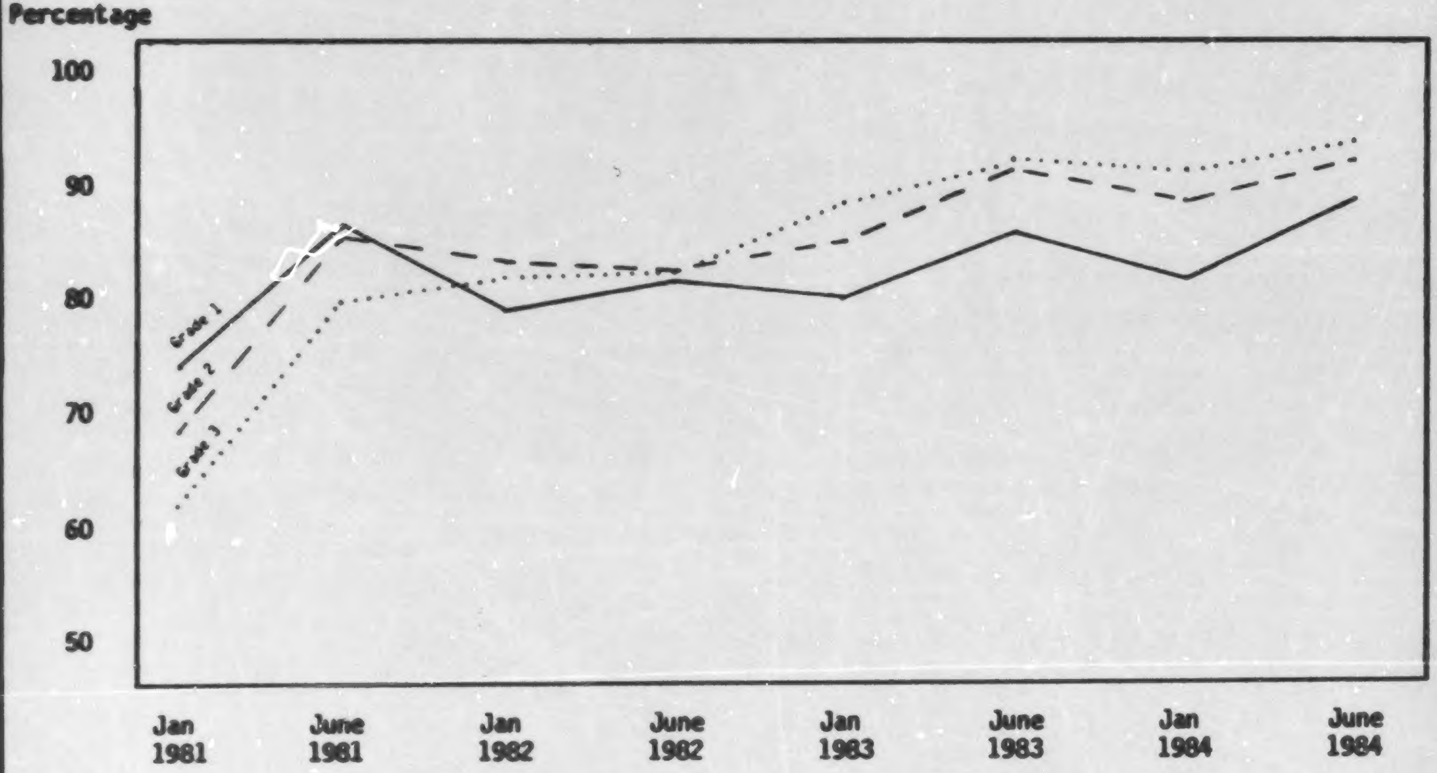
Semester	Grades						
Ending	One	Two	Three	Four	Five	Six	All
1/81	74.7%	68.6%	61.2%	N/A	N/A	N/A	68.2%
6/81	86.5%	85.1%	79.2%	N/A	N/A	N/A	83.6%
1/82	78.4%	83.0%	81.4%	76.9%	56.3%	61.1%	72.7%
6/82	81.9%	82.8%	82.7%	81.4%	70.2%	85.2%	80.7%
1/83	80.4%	85.7%	87.9%	86.5%	80.3%	84.3%	84.1%
6/83	85.9%	90.7%	91.9%	92.9%	91.9%	96.5%	91.5%
1/84	82.7%	87.1%	90.3%	90.7%	89.3%	90.9%	88.2%
6/84	87.4%	91.7%	93.3%	94.2%	94.5%	96.8%	92.8%

The trends in student promotions are illustrated for each grade on the following two graphs, one for the primary grades, and one for the intermediate grades. The primary grades -- first, second and third -- made the most dramatic improvement in the spring semester of the first year of implementation. Promotions for all grades have generally been greater in the spring semester than in the fall semester of each year. The trend has been a steady increase in promotions since the implementation of SPP.

Prepared by
Division of Quality Assurance
June 1984

District of Columbia Public Schools

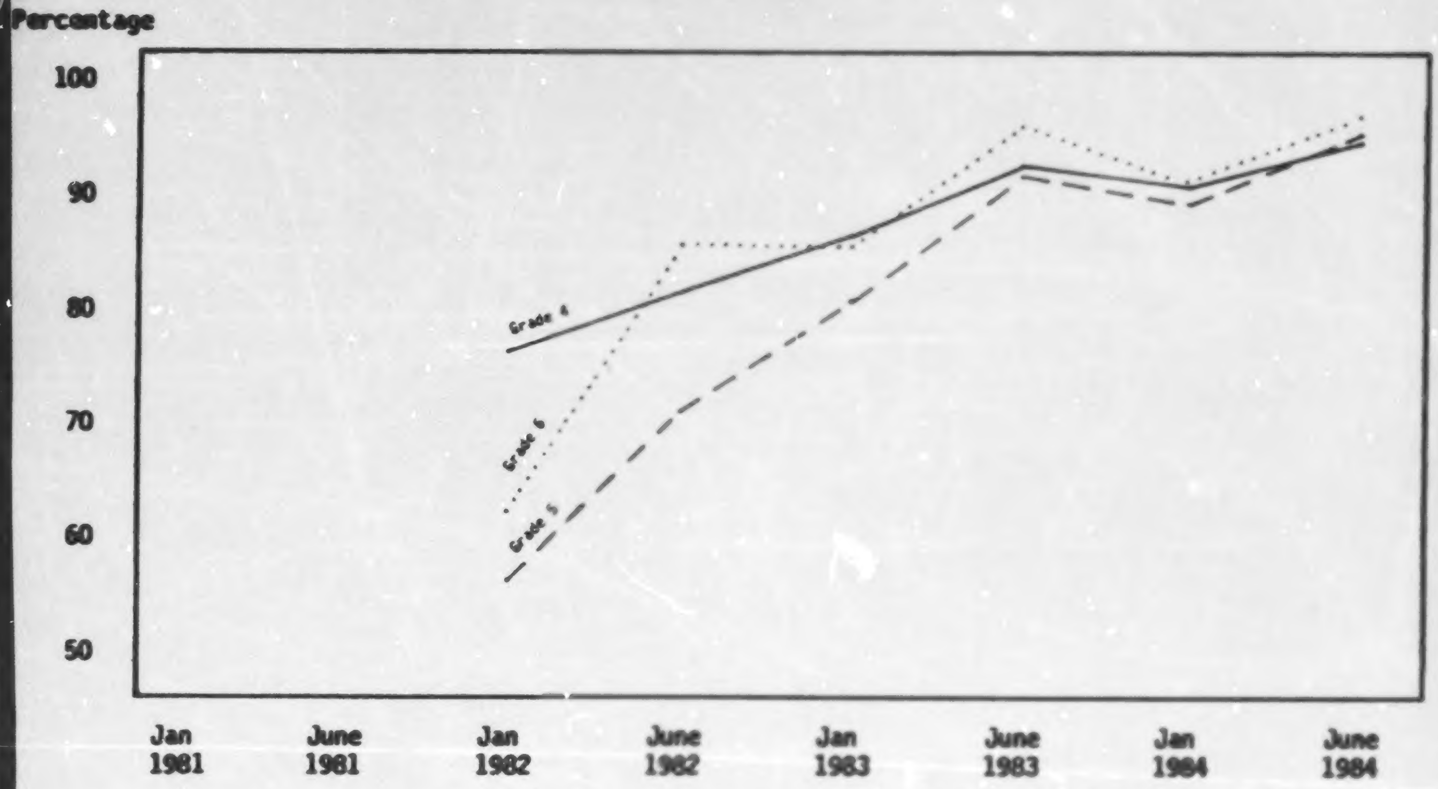
STUDENT PROGRESS PLAN PROMOTIONS
GRADES ONE THROUGH THREE
1981 THROUGH 1984



Prepared by
Division of Quality Assurance
June 1984

District of Columbia Public Schools

STUDENT PROGRESS PLAN PROMOTIONS
GRADES FOUR THROUGH SIX
1982 THROUGH 1984



Prepared by
Division of Quality Assurance
June 1984

- **DEMOGRAPHIC DATA**

DEMOGRAPHIC DATA

The following information on demographic data for the District of Columbia is excerpted with editoral revisions from the Provisional Population Estimates for 1982 and 1983, prepared by the Office of Planning and Development of the Government of the District of Columbia. 1/

> Between the 1970 and 1980 censuses, the city lost approximately 118,000 persons or an average of about 12,000 a year. Since 1980, this loss slowed dramatically. According to official estimates, the city's population dropped by approximately 7,800 persons in 1980-81, 1,500 in 1981-82, and 1,600 in 1982-83. In percentage terms, the decade of the 70's witnessed an average annual loss of 1.7 percent. This declined to 1.2 percent in 1980-81, 0.2 percent in 1981-82, and 0.2 percent in 1982-83, for an average annual decline of about 0.85 percent over the three year period.
>
> The 1970 census reported 244,410 persons below 18 years of age or 29.6 percent of the population. This declined dramatically in the 1970's, to 128,144 or 20.1 percent of the population in the 1980 census. There appear to be slight reversals of this since 1980 -- an estimated 132,400, or 21 percent of total population in 1982, and 133,400, or 21.3 percent of total population in 1983.
>
> It is too early to tell whether the changes in population patterns since the late 1970's are permanent or temporary. The net out-migration to the suburbs, which accounted for almost all of the loss of the 1970's was to a considerable extent middle income families with children In long range terms, family size has steadily decreased for several years with a concomitant increase of 1- and 2-person families. This has undoubtedly contributed to the slowing of out-migration. In the long run, the new out-migration may continue to decrease and eventually become a modest net in-migration.
>
> An additional phenomenon contributing to the slowing of out-migration has been high interest rates which has slowed the construction industry and frozen into renter status many District families who might otherwise be home purchasers in the suburbs.

Student membership in the District of Columbia Public Schools for school years 1981 through 1983 is shown in Table 1. Note the small increase in the number of pre-kindergarten students in 1982 and 1983 over 1981 with the number of students in kindergarten and grades 1 - 6 stabilizing at the current level. (See Table 2)

1/ Government of the District of Columbia, Provisional Population Estimates for 1982 and 1983, Office of Planning and Development, Data and Statistical Division, Washington, D. C., February 1984 and March 1984.

District of Columbia Public Schools

TABLE 1

STUDENT MEMBERSHIP IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS FOR SCHOOL YEAR 1983-84 AS COMPARED WITH SCHOOL YEARS 1981 AND 1982.

LEVEL	10/15/81	10/14/82	Diff.	% of Diff.	10/13/83	Diff.	% of Diff.
Elementary Schools							
Pre-Kindergarten	2,807	2,930	+ 123	+ 4.4	3,015	+ 85	+ 2.9
Kindergarten	5,867	6,215	+ 348	+ 5.9	6,073	- 142	- 2.3
Grades 1-6	41,283	39,581	- 1,702	- 4.1	39,092	- 489	- 1.2
	49,957	48,726	- 1,231	- 2.5	48,180	- 546	- 1.1
Junior High Schools							
Regular Grades 7-9	19,067	18,428	- 639	- 3.4	17,909	- 519	- 2.8
Junior High School Student housed in:							
Elementary School Buildings	1,272	1,224	- 48	- 3.8	1,165	- 59	- 4.8
Senior High School Buildings	954	859	- 95	- 10.0	966	+ 107	+ 12.5
Banneker SHS	143	113	- 30	- 21.0	124	+ 11	+ 9.7
Career Development	137	105	- 32	- 23.4	82	- 23	- 21.9
	21,573	20,729	- 844	- 3.9	20,246	- 483	- 2.3
Senior High Schools							
Regular Grades (Grades 10-12)	15,485	15,021	- 464	- 3.0	15,960	+ 939	+ 6.3
Banneker SHS (Grades 10-12)	154	223	+ 69	+ 44.8	301	+ 78	+ 35.0
	15,639	15,244	- 395	- 2.5	16,261	+1,017	+ 6.7
Career Development							
Career Centers (Grades 10-12 and Special Students a/	2,490	2,051	- 439	+ 17.6	226	-1.825	- 89.0
Ellington School of the Arts (Grades 10-12)	350	336	- 14	- 4.0	355	+ 19	+ 5.7
STAY Program	1,163	780	- 383	- 32.9	647	- 133	- 17.1
Washington-Dix Street Academy	383	226	- 157	- 41.0	143	- 83	- 36.7
Senate Page School b/	99	86	- 13	- 13.1	24	- 62	- 72.1
Special Education	2,771	2,927	+ 156	+ 5.6	2,761	- 166	- 5.7
Sub-Total	94,425	91,105	- 3,320	- 3.5	88,843	-2,262	- 2.5

---

a/ Due to a change in program students in Grades 10-12 are counted in the regular senior high schools for school year 1983-84.

b/ Senate Page School (Formerly Capitol Page School) has only eleventh grade for school year 1983-84.

Prepared by
Division of Qualilty Assurance
July 1984

District of Columbia Public Schools

TABLE 2

SUMMARY OF STUDENT MEMBERSHIP PROJECTIONS, ALL SCHOOL LEVELS, FOR REGULAR DAY SCHOOLS FOR SCHOOL YEARS 1984-85 THROUGH 1987-88

Level and Type of School	Actual Membership 1983-84 (End of First Six Weeks)a/	Projected Membership at End of First Six Weeks in:b/			
		1984-85	1985-86	1986-87	1987-88
ELEMENTARY SCHOOLS					
Pre-Kindergarten	3,015	3,300	3,400	3,400	3,400
Kindergarten	6,073	6,100	6,200	6,200	6,200
Regular Grades 1-6	39,092	39,100	39,100	39,100	39,100
Total	48,180	48,500	48,700	48,700	48,700
JUNIOR HIGH SCHOOLS c/					
Regular Grades 7-9	20,246	19,900	19,800	19,700	19,600
SENIOR HIGH SCHOOLS d/					
Grades 10-12 and Special Students	17,656	16,800	16,300	16,100	15,900
SPECIAL EDUCATION e/	2,761	2,800	2,800	2,800	2,800
TOTAL, All Levels	88,843	88,000	87,600	87,300	87,000
OTHER					
Tuition Grant	514	500	500	500	500
Pre-Schools f/	134	200	200	200	200
GRAND TOTAL	89,491	88,700	88,300	88,000	87,700

a/ Actual membership for 1983-84 are those of October 13, 1983.

b/ The projected figures in this summary table have been rounded to the nearest multiple of 100.

c/ Includes 1,165 students in special programs housed in elementary schools, 966 students in special programs housed in regular senior high schools, 82 students housed in Ellington School of the Arts and 124 students housed in Banneker High School.

d/ Indludes Career Development (226 special students only. All shared-time students in the Career Centers are counted in the Regular Senior High Schools), Ellington School of the Arts (355 students for grades 10-12), Washington-Dix Street Academy (143 students), STAY Program (647 students) and the Senate Page School (25 students).

e/ This category includes students in officially recognized special classes or schools for the handicapped.

f/ Supported through Federal grants.

Prepared by
Division of Quality Assurance
January 1984

Membership at the junior high school level, however, declined each of the past three years and is projected to continue its decline at least into 1987-88. Senior high school membership and special students follow a similar pattern of decline in enrollment. Special education students, however, remained fairly constant at 2,800 students.

Overall, enrollment in the District of Columbia Public Schools is expected to decline slightly from the 1983 student membership but at a slower rate over the next four years.

The overall trend for the next few years at the national level is, in the words of a recent Bureau of the Census study commissioned by the Educational Research Service (ERS), "...depressing since the number of 5 to 17 year olds is expected to drop from 47 million in 1980 to 44 million in 1984." According to ERS: 2/

> ...educators can take heart in two significant, but little noticed, aspects of these projections. First, the worst is almost over. Second, and more importantly, when the school age population is broken down according to grade groupings that more accurately reflect the school organization of most districts, a more encouraging pattern of decline and *growth* emerges.
>
> ** ** ** **
>
> The Census Bureau groups 5 to 9 year olds, 10 to 14 year olds, and 15 to 19 year olds. The National Center for Education Statistics reports K-8 and 9-12 grade organizations.

ERS analyzed Census Bureau projections by combining kindergarten through grade 4, grades 5 through 8, and 9th through 12th grades. Table 3 shows annual projections of the school age population of the United States from 1980 to 2000, with the different population trends for grades K-4, 5-8, and 9-12 shown in Figure 1 and the overall U.S. trend shown in Figure 2. ERS continues:

> Figure 1 shows the decline in the elementary school population of 5 to 9 year olds bottoming out in 1982. Middle level schools may expect a continued decline in the population of 10 to 13 year olds until 1986, at which time the numbers will increase through the end of the century. The high school population of 14 to 17 year olds will drop until 1990, after which it will rise until the end of the century.
>
> The number of 5 to 9 year olds corresponding to grades K-4 decreased from 16.6 million in 1980 to a low of 15.9 million in 1982. The population of this age group is projected to grow to 19.3 million in 1995. The graph indicates that the growth curve will be consistently steep through 1995, after which it will decline slightly from 19.3 million to 18.8 million by the year 2000.

2/ Educational Research Service, "Implications of Current School Age Population Projections," *Spectrum*, ERS Staff Report, Vol. 1, No. 1, Arlington, Va., Spring 1983, pp. 11-14.

FIGURE 1
SCHOOL-AGE POPULATION

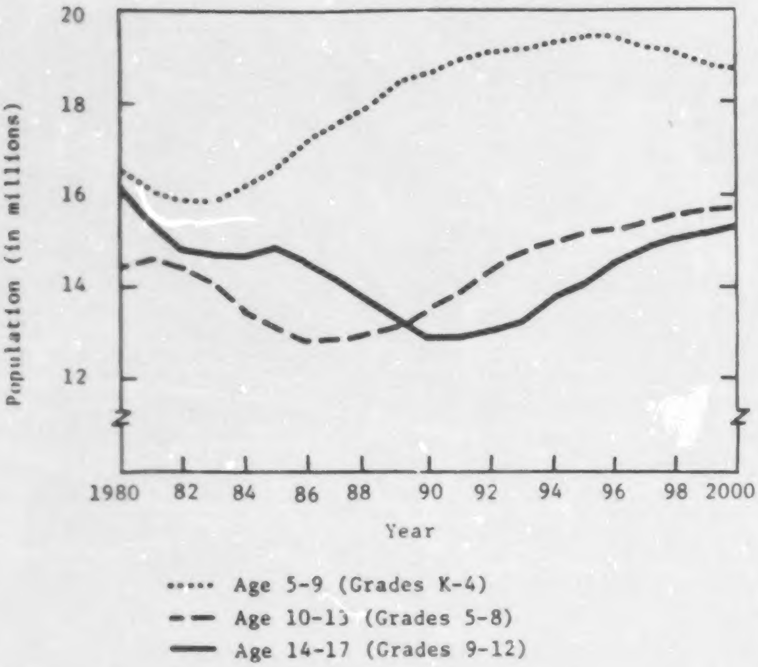
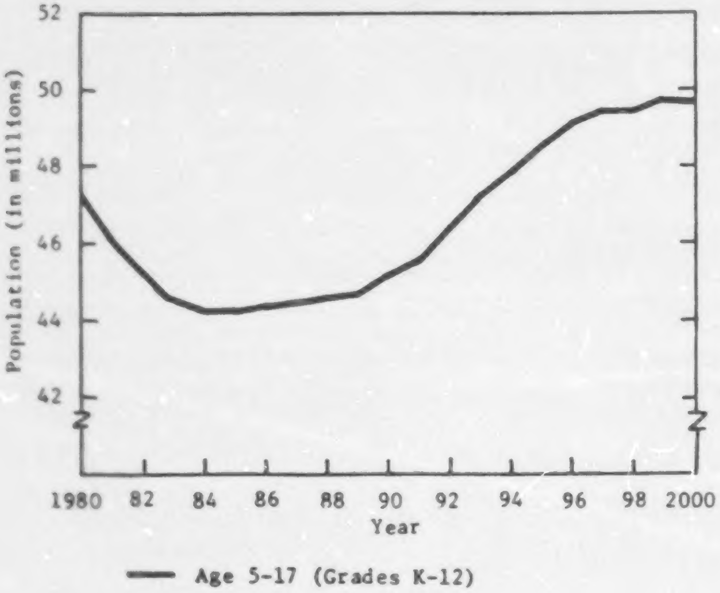


FIGURE 2
SCHOOL-AGE POPULATION



Source: Educational Research Service, "Implications of Current School-Age Population Projections," Spectrum, ERS Staff Report, Vol. 1, No. 1, Arlington, Va., Spring 1983, p.12.

TABLE 3

ANNUAL PROJECTIONS OF THE SCHOOL-AGE POPULATION OF THE UNITED STATES, 1980 to 2000

YEAR (JULY 1)	AGE (NUMBERS IN THOUSANDS)																
	Total, Ages 5-9	5	6	7	8	9	Total, Ages 10-13	10	11	12	13	Total, Ages 14-17	14	15	16	17	Total, Ages 5-17
1980	16,595	3,181	3,110	3,236	3,357	3,711	14,482	3,714	3,616	3,530	3,622	16,135	3,745	3,992	4,172	4,226	47,212
1981	16,045	3,128	3,189	3,118	3,244	3,366	14,610	3,721	3,723	3,626	3,540	15,566	3,631	3,754	4,001	4,180	46,221
1982	15,945	3,239	3,134	3,195	3,125	3,251	14,467	3,374	3,728	3,731	3,634	14,951	3,547	3,638	3,760	4,006	45,363
1983	15,948	3,229	3,245	3,140	3,202	3,132	14,115	3,259	3,381	3,736	3,739	14,605	3,641	3,554	3,644	3,766	44,668
1984	16,208	3,365	3,235	3,251	3,147	3,209	13,538	3,139	3,266	3,389	3,744	14,603	3,746	3,647	3,560	3,650	44,349
1985	16,595	3,569	3,372	3,241	3,258	3,154	13,035	3,217	3,147	3,274	3,397	14,723	3,751	3,752	3,654	3,566	44,353
1986	17,078	3,611	3,575	3,378	3,248	3,265	12,823	3,162	3,224	3,155	3,282	14,578	3,404	3,757	3,758	3,659	44,479
1987	17,508	3,669	3,617	3,582	3,385	3,255	12,837	3,273	3,169	3,232	3,163	14,227	3,289	3,411	3,763	3,764	44,572
1988	17,983	3,704	3,675	3,624	3,588	3,392	12,959	3,262	3,280	3,177	3,240	13,652	3,170	3,296	3,417	3,769	44,594
1989	18,372	3,754	3,710	3,682	3,630	3,595	13,142	3,399	3,270	3,288	3,185	13,150	3,247	3,177	3,303	3,423	44,664
1990	18,599	3,797	3,760	3,717	3,688	3,637	13,584	3,603	3,407	3,278	3,296	12,940	3,193	3,254	3,184	3,309	45,123
1991	18,819	3,831	3,803	3,767	3,723	3,695	13,955	3,644	3,610	3,415	3,286	12,954	3,303	3,200	3,261	3,190	45,728
1992	19,004	3,855	3,837	3,809	3,773	3,730	14,396	3,703	3,652	3,618	3,423	13,076	3,293	3,310	3,206	3,267	46,476
1993	19,168	3,868	3,861	3,843	3,816	3,780	14,734	3,738	3,710	3,660	3,626	13,259	3,430	3,300	3,317	3,212	47,161
1994	19,282	3,868	3,874	3,867	3,850	3,823	14,919	3,788	3,745	3,718	3,668	13,700	3,633	3,437	3,307	3,323	47,901
1995	19,338	3,853	3,874	3,880	3,874	3,857	15,104	3,830	3,795	3,753	3,726	14,071	3,675	3,640	3,443	3,313	48,513
1996	19,333	3,825	3,859	3,880	3,887	3,881	15,266	3,864	3,838	3,803	3,761	14,510	3,733	3,682	3,646	3,449	49,109
1997	19,265	3,787	3,831	3,866	3,887	3,894	15,417	3,888	3,872	3,846	3,811	14,848	3,768	3,740	3,688	3,652	49,530
1998	19,139	3,742	3,793	3,838	3,872	3,894	15,530	3,901	3,896	3,880	3,853	15,033	3,818	3,775	3,746	3,694	49,702
1999	18,965	3,694	3,748	3,800	3,845	3,879	15,601	3,901	3,909	3,904	3,887	15,219	3,861	3,825	3,781	3,752	49,785
2000	18,758	3,645	3,700	3,755	3,806	3,852	15,624	3,887	3,909	3,917	3,911	15,379	3,854	3,867	3,831	3,787	49,761

© 1983 by Educational Research Service, Inc.

SOURCE: Data compiled by Educational Research Service from special tabulations of population projections by age groups 1980-2050 prepared under contract for ERS by the United States Bureau of the Census, January 1983.

Some implications of this trend for school planning are apparent. Soon, many of the classrooms in elementary schools that have gone vacant for several years will begin to fill with young pupils. Although enrollments are not expected to reach the all time high of the baby boom generation; nevertheless, in 1995 the schools will be serving 3.4 million more grade school students than in 1983, an increase of 21.3 percent.3/

As the new, more populous, generation of elementary students matriculates through the schools, the middle grades will begin picking up enrollments. Beginning in 1987, grades 5-8 will experience increasing enrollments through 2000. The numbers tell the story: in 1986, ages 10 to 13 years will be at their lowest point of 12.8 million; by 1999, this cohort will number 15.6 million. Figure 1 shows that this population group will increase fairly rapidly until around 1995, after which it will begin leveling off with only slight yearly increases.

The high school grades face the gloomiest prospects. The 14 to 17 year old cohort will continue to decline until the end of the decade. Thus, the 16.1 million high school grade population of 1980 will decrease to 12.9 million by 1990, a decline of 19.9 percent. After reaching this nadir, the 9th through 12th grade population will increase slowly, reaching 15.3 million by 2000.

Thus, the high schools will experience lower enrollments while the elementary and middle level schools enter phases of increased growth. Eventually, the increased numbers of elementary and middle level students will move into the high schools.

The important implications derived from these special U.S. Bureau of the Census projections include: (1) School districts should carefully examine their elementary grade population projections for indications of possible increases in enrollment and prepare appropriately; and (2) School districts should be careful not to lock themselves into rigid middle grade organizations. By retaining flexibility, districts may be better prepared for the wide swings and fluctuations projected in the populations of different grade groupings through the remainder of the century.

The ERS findings will assist the District of Columbia Public Schools in planning for effective use of schoolhouse space and in consideration of the organizational structure of local schools.

3/ According to ERS, yearly births are expected to climb from 3.6 million in 1981 to 3.9 million in 1988 before declining. During the baby boom years, births averaged 4 million a year. [See U. S. Department of Commerce, Bureau of the Census, Current Population Reports: Population Estimates and Projections, Series P-25, No.922, "Projections of the Population of the United States: 1982 to 2050 (Advance Report)," October 1982, p. 1.]

- OCCUPATIONAL DATA

OCCUPATIONAL DATA

In recent years, the District of Columbia Public Schools has initiated programs which emphasize preparation for the workplace through special career high schools, public/private partnerships, federal partnerships and improving academic performance. It is anticipated that these programs will help alleviate unemployment problems due to the lack of education in the basic skills as delineated in Washington Business as follows: 1/

- Since 1970, the unemployment rate in the District has exceeded the national average in 10 out of 14 years.
- Federal officials project that the national unemployment rate could drop to 5.7 percent by 1990. The District unemployment rate, on the other hand, may never go below 8.5 percent.
- Official unemployment in the District of Columbia as of February 1984 stood at over 36,000.
- Approximately 21,600 or 60 percent of the District's unemployed may never find more than occasional odd jobs no matter how much economic conditions improve.
- In 1983, using local and federal funds, the city provided jobs and training for about 5,500 unemployed district residents.
- Many District high school graduates and others lack simple work skills, such as knowing to show up to work on time and not to leave their job whenever they feel like it. Some cannot read, so they are hard to train.
- The trend in jobs in the Washington area is toward further specialization in the occupations requiring higher-skill levels.
- The D.C. area tends to be more white-collar-oriented than most cities and less industrial. Manufacturing, which traditionally provided many entry-level jobs in cities across the nation accounted for only 3.2 percent of total employment in the area in 1980.
- Within the metropolitan area, the printing and publishing businesses employed 23,045 -- 43 percent of all workers in manufacturing -- and electrical machinery jobs provided 21.7 percent of manufacturing employment.

1/ Jane Seaberry, "D. C. Sings Hard-Core Joblessness Blues," Washington Business, a publication of The Washington Post, The Week of Monday, February 20, 1984, pp. 1, 27-29.

- Since hiring freezes and cutbacks started in the 1970's, jobs in the government have diminished. Between 1977 and 1981 net government jobs in the Washington area declined by 7,305 compared with the nearly 200,000 rise during the preceeding 10 years.

- Many job openings available for District residents are for highly skilled workers such as budget analysts, paralegal tax experts, accounting assistants and computer programmers.

Solving unemployment in the District and the metropolitan area by creating or attracting new jobs will benefit those who have completed high school with the appropriate academic knowledge and skills. Youth and adults who cannot read and lack other basic skills will require the services of special programs emphasizing preparation for jobs. Some programs offered by the D. C. Public Schools are described in the SY 1984-85 Education Plan in the section on "Progress on Priority Areas" and in "Major Trends in Instructional Programs" in the SY 1983-84 Education Plan. Forty occupations with the greatest demands in the District of Columbia and in the Washington metropolitan area are shown in Table 1.

On the national scene, the Bureau of Labor Statistics suggests that a wide range of job skills will be needed in 1995. 2/ Jobs requiring a college education or specialized post-secondary technical training are expected to increase significantly between 1982 and 1995. Many jobs that do not require post-secondary training are also expected to expand significantly. The number of kinds of workers will depend on a number of factors including demographic, economic, social and technological.

According to the Occupational Outlook Quarterly, employment through the mid-1990's "...is expected to increase in almost all occupations. Between 1982 and 1995, total employment is expected to rise from 101.5 million to 127.1 million or about 25 percent...". 3/

The number of young workers in the labor force will decline in the coming years. This decline represents a major change in trends from the 1960's and 1970's, when this group increased faster than any other group. As a result, employers may have increasing difficulty finding young workers. The impact will be especially severe on the Armed Forces, the single largest employer of young men. Bureau of Labor Statistics projections show the aging of the baby-boom generation and the continued,

---

2/ George T. Silvestri, John M. Lukasiewicz, and Marcus E. Einstein, "Occupational Employment Projections through 1995," Monthly Labor Review, Vol. 106, No. 11, November 1983, pp. 37-49.

3/ Tom Nardone, "The Job Outlook in Brief," Occupational Outlook Quarterly, Bureau of Labor Statistics, U. S. Department of Labor, Vol. 28, No. 1, Spring 1984, p. 3.

but slower rise in participation among women age 20 to 44. Labor force projections portray young, new workers as having a smaller share of the labor force and that the average age of workers will rise with both the number and the percent of prime-age (25- to 54-year old) workers increasing. Blacks and other minorities are also expected to increase their share of the labor force by 1995. 4/

Rapid growth in employment over the next several years is projected in many industries, but much of this growth will represent a return to pre-recession levels. According to projections and contrary to popular reports, manufacturing industries will remain an important source of new jobs nationally during the next decade especially in industries such as computers and instruments. However, service-producing industries will continue to generate most of the new jobs in the country. Medical care, business services and professional services are among the strongest growth areas. 5/

Jobs with the most openings are shown in Table 2.

4/ Bureau of Labor Statistics, "The Economy in 1995," Occupational Outlook Quarterly, U.S. Department of Labor, Vol. 28, No. 1, Spring 1984, p. 27.

5/ Ibid., p.29.

TABLE 1

FORTY OCCUPATIONS WITH THE GREATEST DEMANDS
1976 - 1985

	Washington Metropolitan Area D.C., Virginia, Maryland		District of Columbia	
	Total Annual Average Openings	Growth	Total Annual Average Openings	Growth
Secretaries	4,610	1,850	1,750	300
General Office Clerks	4,150	1,550	1,670	220
Janitors & Sextons	3,870	1,600	1,400	350
Sales Clerks	2,950	1,510	420	60
Typists	2,010	760	710	100
Cashiers	1,270	580	...	...
Helpers, Trades	1,150	650	170	190
Elementary School Teachers	930	490	200	60
Nurses, Professionals	860	450	300	70
Waiters/Waitresses	890	180	180	30
Accountants & Auditors	850	350	460	70
Lawyers	860	330	580	60
Nurses Aide/Orderlies	820	440	230	60
Secondary School Teachers	820	400	150	50
Accounting Clerks	820	310	330	50
Carpenters	800	520	210	100
Guards & Doorkeepers	760	340	290	70
Bookkeepers, Hand	750	330	180	40
Managers, Store	700	290	130	20
Truck Drivers	690	420	110	30
Stock Clerks, Sales Floor	700	360	...	...
Stenographers	610	190	270	30
Supervisor, Blue Collar	560	330	130	40
Stock Clerks	550	310	...	...
Computer System Analysts	530	340	120	20
Receptionists	520	210	140	30
Physicians, Medical & Osteopath	490	340	...	...
Food Preparation & Service	490	-80	270	50
Maintenance, Repair, General	490	210	150	40
Automobile Mechanics	470	270	...	...
Gardeners, Groundskeepers	470	140	...	...
Writers and/or Editors	440	200	210	20
Librarians	450	170	140	30
Tellers, Bank	440	240	110	50
Clerical Supervisors	440	190	180	50
Painters, Construction, Maintenance	430	260	110	40
Mail Carriers, Postal Service	390	190	140	20
Personnel Labor Relations Specialists	390	160	210	20
Electricians	370	270	150	60
Delivery & Route Workers	380	230	...	...
Economists	...	...	200	30
Helper Trades	...	...	170	190
Switchboard Operators/Receptionists	...	...	140	40
Public Relations Specialists	...	...	120	20
Plumbers and/or Pipefitters	...	...	110	50
Purchasing Agents and/or Buyers	...	...	110	10
Total	40,170	17,880	12,570	2,500

Note: Number of individual occupations may not add to totals due to independent rounding.

Source: Government of the District of Columbia, FY 1983 Annual Planning Information Report, Department of Employment Services, Division of Labor Market Information, Reseach and Analysis, October 1982, pp. 77-80.

TABLE 2

JOBS WITH THE MOST OPENINGS, 1978-1990 6/

Occupation	Annual Openings
Secretaries and Stenographers	305,000
Retail Sales Workers	226,000
Building Custodians	180,000
Cashiers	119,000
Bookkeeping Workers	96,000
Nursing Aides, Orderlies and Attendants	94,000
Cooks and Chefs	86,000
Kindergarten and Elementary School Teachers	86,000
Registered Nurses	85,000
Assemblers	77,000
Waiters and Waitresses	70,000
Guards	70,000
Blue-Collar Worker Supervisors	69,000
Local Truck Drivers	64,000
Accountants	61,000
Licensed Practical Nurses	60,000
Typists	59,000
Carpenters	58,000
Industrial Machinery Repairers	58,000
Real Estate Agents and Brokers	50,000
Construction Laborers	49,000
Engineers	46,500
Bank Clerks	45,000
Private Household Workers	45,000
Receptionists	41,000
Wholesale Trade Sales Workers	40,000

Source: Occupational Outlook Quarterly, U.S. Department of Labor
Note: Replacement needs and growth are projected to cause these occupations to offer the largest number of openings. Competition for openings will vary by occupation.

6/ Thelma Kandel, "What People Earn," Parade Magazine, July 10, 1983, p. 7.

The median salaries for selected occupations are shown below: 7/.

TABLE 3

MEDIAN SALARIES FOR SELECTED OCCUPATIONS*

Engineer	$25,000*
Physician	$25,000*
Dentist	$25,000*
Administrator	$23,375
Foreman	$22,760
Science Technician	$20,523
Construction Worker	$20,451
Miner	$20,265
Machinist	$18,131
Sales Worker	$18,131
Teacher (except college)	$16,971
Delivery Worker (transport)	$16,762
Carpenter	$16,564
Auto Mechanic	$16,321
Bookkeeper	$12,607
Secretary	$12,060
Farmer	$12,209
Household Worker	$ 5,298

* The median figure is the center point between the highest and lowest salaries.

Source: U.S. Department of Labor, Bureau of Labor Statistics

7/ Ibid., p.5.

High potential careers for the 1980's based on projected average salaries by 1990 are shown below: 8/

TABLE 4

HIGH POTENTIAL CAREERS FOR THE '80s

CAREER	Projected Average Salaries by 1990
Date Processing	
Programmer	$33,000-$ 43,500
Systems Analyst	$38,000-$ 52,500
Data Base Manager	$49,500-$ 67,000
Engineering	
Mechanical	$33,500-$ 47,000
Electronics	$35,300-$ 49,000
Energy	$44,000-$ 60,500
Accounting and Finance	
Cost Accountant	$34,700-$ 46,000
Auditor	$34,900-$ 48,000
Financial V.P.	$80,000-$115,000
Human Recources/Personnel	
Technical Jobs Recruiter	$31,500-$ 43,800
Personnel V.P.	$70,000-$ 95,000
Marketing and Sales	
Sales Engineer	$34,000-$ 47,500
Secretary	$15,100-$ 28,900

Source: Fox-Morris,"1980s U.S. Job Market" Survey.

8/ Ibid., p.7.

Progress on Priority Areas

14

- **INSTRUCTION**

GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

INSTRUCTION

A. Within the availability of resources, and based upon the evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Competency-Based Curriculum.

B. Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading, language arts, mathematics, science, social studies, and the arts.

C. Within the availability of resources, the Superintendent will ensure the provision of specialized instructional services for bilingual, gifted and talented, and special education students, and adults.

D. Within available resources, the Superintendent will direct the development and application of technology to the solution of problems related to the improvement of classroom instruction and classroom management.

E. Utilizing feedback on the current grade organizational structure, building base data and trends operational analysis, the Superintendent will direct a study of the school system's grade organization and the development of appropriate recommendations.

F. Through established partnerships with the private sector, designed to complement existing academic programs, the Superintendent will improve educational and career options for secondary school students.

G. Based upon the overall goals and objectives of career development, and the completion of the modernization of Career Development Centers, the Superintendent will direct the transition from traditional vocational programs and facilities to a comprehensive career development program.

H. Considering the need for effective supervision, the Superintendent will strengthen instructional supervision.

INSTRUCTION

Within the priority area of instruction, the major focus is the improvement of student achievement. The objective of increasing student performance requires that needs be met in many diversified areas. One of these is the strengthening of the Competency-Based Curriculum (CBC) and Student Progress Plan (SPP). With the establishment of CBC and SPP at the elementary level, the next logical area for development is the secondary level, with appropriate modifications for the older students. This may best be achieved through concerted efforts in the subjects areas including reading, language arts, mathematics, science, social studies and the arts.

Other areas of focus include improving student achievement in bilingual education, special education, adult and continuing education, and career development programs. Important contributions to the instructional effort come from increased use of educational technology, Public/Private Partnerships, support from student services, and improved instructional supervision.

COMPETENCY-BASED CURRICULUM/STUDENT PROGRESS PLAN

In an effort to prepare for program implementation for SY 1983-84, schools identified specific strengths and areas of need based on CTBS scores, the number of promotions and retentions, subject areas, staff surveys, and system expectations. A special assessment of causes for deficiencies was obtained, and specific strategies were developed for supporting students with specific needs. In addition to this information, an assessment of staff concerns related to various programs, activities, and strategies formed the basis for program planning and staff development activities. All of this information was used as the regions and the schools developed their education plans for SY 1983-84.

Systemwide scores from Comprehensive Tests of Basic Skills (CTBS) indicated gains in all subject areas tested, with an increase in the number of schools achieving national norms and systemwide targets. In order to maintain and extend this effort, schools planned specific strategies to strengthen the following areas:

-- Use of CBC technology
-- Skills laboratories
-- Use of curriculum guides and materials
-- Remediation strategies
-- Individualization
-- Computer literacy
-- Use of test data
-- Test-taking skills
-- Flexible grouping
-- Classroom management
-- Grouping techniques
-- Team teaching
-- Record keeping

Special sessions were scheduled with administrators on the elementary and secondary levels to share the types of strategies being used by individual schools. In these sessions, administrators were able to plan with their peers ways to meet the objectives set for the instructional program. Excellent strategies were shared, and the administrators felt that these sessions were especially helpful. In addition, activities for special groups, such as CBC chairpersons, building resource teachers, transition teachers, testing chairpersons, program representatives, and other resource personnel, were implemented which allowed opportunities for planning, sharing and disseminating information related to the instructional program. From these activities school staffs benefited when they, in turn, received this information and were involved in similar experiences at the building level.

Other methods for disseminating information about the instructional program include the monthly newsletters, special notes, and additional materials focusing on instruction. All schools are encouraged to use these materials for faculty and staff development activities.

Elementary schools have continued the focus on improving their implementation of the Student Progress Plan. They are refining the regular instructional program, the remediation program of support for students with deficiencies, and the special education program of mainstreaming identified students, while facilitating the use of resource personnel, parent conferencing, reporting of pupil progress, and record keeping strategies. Sixteen schools are involved in the Annual Promotion Demonstration Study.

A variety of special programs that support CBC/SPP are in operation in the buildings. Among them are the following:

-- Building Resource Teacher Program
-- Success in Reading and Writing
-- Chapter 1
-- Basic Skills
-- Career Education
-- Intensive Junior High School Instruction (IJHSI)
-- JHS Preparatory Program
-- Visiting Instruction Service (VIS)
-- Shared Time/Transition Program Implementation (TPI)
-- Gifted and Talented
-- Skills Laboratories
-- Public/Private Partnerships
-- Operation Rescue and other Volunteer Programs

Along with the regional staff, all schools maintain an ongoing monitoring system to ensure adherence to established guidelines and are progressing towards the objectives defined for the school year. The results of the on-site monitoring indicate that schools are fully operational in SY 1983-84 in the areas of CBC/SPP.

BILINGUAL EDUCATION/LANGUAGE DEVELOPMENT

A rapidly growing population of bilingual students increasingly exhibit serious academic delays in their native languages. To provide adequate services to these students, the educational program offerings have been expanded to include:

- A language acquisition/basic skills program to serve the needs of students who are 11 to 18 years old, speak little or no English, and demonstrate a minimum academic delay of three years in their native language;

- A parent training program concentrating on educational technology and English language acquisition, and

- Professional development workshops in language acquisition methodologies to be presented to teachers who are not certified in English as a Second Language (ESL).

In addition, the student enrollment process of the target population is being computerized. This will not only expedite the compilation of accurate, and up-to-date statistics on the students, but also will aid in the preparation of the Annual Linguistic and Cultural Heritage Survey.

SPECIAL EDUCATION

Since SY 1983, significant gains have been made to ensure the provision of appropriate special education and related services to school-aged handicapped children and youth. During school years 1983 and 1984, over 7,000 handicapped children participated in special education programs.

On May 18, 1983, the Board of Education officially approved a revised set of Chapter 4 Rules which included a policy statement that lowers the age of eligibility for service to handicapped students to age three (3), and further reinforces the school system's commitment to comply with the requirements of P.L. 94-142.

The Local School Partnership Program piloted during SY 1981-82 has been expanded during subsequent school years and is now operating in each of the regions. This program is designed to provide on-site instruction to mild/moderately handicapped and non-handicapped students who are failing to meet progress requirements. A strong home support feature provides continuous instructional experiences for each of the students in the program.

In December 1982, the Educational Services Center was officially opened at the Logan School. Both regular and special education teachers as well as other school personnel, parents and city agency staff have continued to use the media and instructional materials and equipment available on loan through the Center for use in the classroom and training programs. A three-year federal project grant was recently awarded to train parents and educators in instructional technology in special education using computers housed in the Center.

Approximately one hundred (100) requests for technical assistance in the area of special education are received each school year from teachers, administrators and other city agency personnel. Assistance has included identifying appropriate materials for teachers, observation and consultation regarding individual students, demonstration of instructional and audio-visual techniques, and consultation on placement decisions. Additionally, over forty (40) programs have been monitored each school year to ascertain compliance with both federal and local mandates.

During the summer of 1983, the writing of a new curriculum entitled "Affective Curriculum" was initiated. The general areas to be included in this curriculum are group dynamics, human growth and development, and behavior management techniques. This will be the third curriculum that has been developed for the area of special education by school system staff.

As a priority objective, efforts toward the development of new and improved instructional programs, particularly at the local school/regional level, continue to increase. As these new programs are developed, handicapped students currently placed in more restrictive settings will be able to return to less restrictive settings and participate more with their non-handicapped peers.

ADULT AND CONTINUING EDUCATION

Opportunities to complete high school and to obtain vocational skills training are provided for adults in need of basic education and job skills. In addition, English as a Second Language (ESL) and cultural enrichment programs are offered to hundreds of the citizens and new immigrants of the city. Progress attained in these programs is noted below.

The Adult Basic Education Test (TABE): TABE is administered to adults who have not completed high school to determine their "proper placement level" in adult education programs. During this fiscal year, 2,644 adults have been tested, counseled, and referred to appropriate educational programs.

Adult Basic Education (ABE): Over 1,281 students are enrolled in ABE programs at the various Adult Education Centers. These programs are designed to provide adult students with the basic competencies of reading, writing, computing, and problem-solving which will enable them to become employable and productive citizens.

General Education Development (GED): A variety of GED preparation programs enrolling over 924 students is offered. Upon successful completion of an individualized GED preparation program, a student is referred to the GED Testing Center. The GED Testing Center tested 1,808 persons from January to December 1983. Of those tested, 896 passed the test and received their High School Equivalency certificates.

High School Completion Programs (Carnegie Unit Credits): Over 1,922 adult students enrolled in Adult Education Centers are endeavoring to complete their high school (Carnegie Unit) requirements. High School programs are available on a part-time and full-time basis.

English as a Second Language Program (ESL): Over 1,566 citizens are enrolled in ESL programs in Adult Education Centers. The ESL program includes, but is not limited to: survival skills, consumer education and occupational/vocational marketability.

Job Skills Programs: Job skills training is being provided in 57 vocational and job skills classes to 1,811 adult students. These programs are designed to provide students with entry level job skills, and are often rendered in conjunction with basic skills or High School Completion Programs.

Cultural Enrichment Programs: The community school programs of the public school system offer an abundance of culturally enhancing, health related, and civic awareness activities to 2,343 adults. These cultural enrichment activities include, but are not limited to, Charm and Modeling, Leadership Development, Slimnastics, Sewing, Income Tax Preparation, Nutrition, Ceramics/Pottery, Upholstery, Printing, etc.

In Spring 1984, a total of 9,213 adults were enrolled in educational programs in eleven Adult Education Centers and thirteen Community Schools.

APPLICATION OF EDUCATIONAL TECHNOLOGY

During SY 1983-84, emphasis in the area of educational technology focused on: 1) the utilization of interactive technologies as a resource for improving the instructional program, 2) the management of selected instructional programs, and 3) the developmental phases of the utilization of educational technology and services. Areas for development have included library science and the Media Center, the Computer Literacy Program, the Writing to Read Program, instructional television and cable television.

In order to meet the needs of library media specialists, teachers, learners and all other personnel in effectively using instructional media, information in all formats was obtained, produced, stored and disseminated. An assessment of current human and material resources, including an inventory of audio-visual equipment, films, filmstrips and video tapes is presently being conducted.

The Computer Literacy Training Laboratory has facilitated in-service computer-related training for over 2,000 school system personnel at the Laboratory and 26 satellite training sites.

Computer-Assisted Instruction (CAI) has been initiated on a systemwide basis with the establishment of student computer laboratories in fifty Chapter 1 elementary schools. Computer training laboratories were installed in all schools with junior high school students, five special education schools, and two adult education centers. The installation of computer laboratories was monitored along with vendor compliance with contract specifications.

The Automated Instructional Management System (AIMS) has been developed to complement CBC and SPP in reading and mathematics through the automation of assessment and record keeping tasks which are performed by classroom teachers under SPP. Teachers and administrators of 51 participating schools have received in-service training for AIMS conducted by the Computer Literacy Training Laboratory. Each elementary school has received core equipment consisting of a Digital Professional 350 computer with both a Winchester hard disk drive and twin diskette drives, a printer, and an NCS Sentry 3000 test scanner. Each secondary school has received the same configuration of core equipment with the exception of the NCS Sentry 3000 test scanner.

During SY 1983-84, the second phase of the Writing to Read Program enabled approximately 1,500 kindergarten children at fifteen elementary schools to write about their own experiences, expanding their ability to read through the use of the IBM Personal Computer and the IBM Selectric Typewriter.

In order to strengthen science and mathematics instruction for junior high school students, a Science and Mathematics Instructional Television Project was developed and implemented during SY 1983-84. Instructional television lessons in science and mathematics, corresponding to CBC, were selected by science and mathematics teachers from eight pilot schools. A teacher's guide was also developed for this project. In-service training was conducted by the Educational Technology Staff for seventh grade science and mathematics teachers in the pilot schools. Video tapes of these lessons and the teacher's guide were distributed to each school.

The National University of the Air satellite training network was implemented in SY 1983-84. A KU-Band satellite down-receiver was installed at the McKinley Senior High School to receive the signal. Training for teachers in gifted, handicapped, mathematics, art, and health education was provided for approximately one hundred teachers and administrators.

The Microband Corporation of America will be installing transmitters to be used for an Instructional Television Fixed Service (ITFS) system. Four channels will provide for the distribution of instructional television programs by way of a microwave transmitter to schools with the corresponding microwave receivers and video monitors/receivers.

In order to prepare recommendations on the cable television needs of the school system, staff members attended meetings of the Education Task Force of the D.C. Cable Television Design Commission, collected education-related cable television papers of numerous school systems throughout the country, reviewed cable television literature, and attended the Mayor's Cable Television Planning and Development Workshops. As a result, a position paper on cable television was prepared. This position paper was submitted and approved by the D.C. Board of Education and submitted to the District of Columbia Cable Television Design Commission.

ORGANIZATIONAL STRUCTURE OF SCHOOLS

The organizational structure of schools addresses the question of whether students should be organized in a 6-3-3 system, meaning they spend six years in elementary school, three in junior high school, and three in high school, or organized according to an alternative system, such as 5-3-4, 8-4, or another organizational plan.

An examination of current grade level organizational patterns of schools in the system found that the vast majority of elementary schools extend only through grade 6, in most cases including kindergarten and pre-kindergarten. The majority of schools for the intermediate aged students are the junior high schools, grades 7-9. High schools predominantly include grades 9-12.

A review of the literature on grade level organizational patterns has been conducted. Most of the studies focused on the intermediate grades since they are the ones which would be shifted in any change in the organizational structure. As a result, many of the studies examined the value of middle school placement of students in contrast to elementary, junior high or high school placement. The findings of the review are being disseminated among appropriate school officers for comments and recommendations.

Within the school system a study is being made of organizational structures for students in the intermediate grades, including the three middle schools, Hardy, Moten and Hobson. Surveys have been sent to parents, students, teachers and principals in the different school settings. The surveys address such areas as attitudes, relationships, school conditions, convenience to home, and organizational preference.

SECONDARY EDUCATION

In May 1983, schools made an assessment of the status of implementation of programs and activities. This assessment was used in the planning for SY 1983-84. Strategies were suggested to increase the level of implementation where needed.

In response to the school survey submitted to the regional offices in September, instructional support, staff development and special program needs were identified by administrators, CBC Team members and teachers. Based on this survey, CTBS scores systemwide, regionwide needs, and other pertinent data, all secondary schools were targeted for special support. In addition, administrators were surveyed at special secondary officers' meetings to determine priorities for bi-monthly staff development sessions.

Planning for the Secondary Program: Supervisors scheduled conferences with secondary administrators during the first weeks of school to develop the specific support plan for each school. A series of meetings was scheduled for secondary administrators for the purpose of identifying strategies to achieve regional targets set by the assistant superintendents. These meetings, as well as those scheduled for CBC chairpersons, focused on discussion of problem identification, strategies being implemented, and recommendations in the areas of instructional planning, use of resources, special programs, test-taking, assessment, instructional support, remediation plans, and record keeping. A large portion of time was spent in developing plans for increasing the achievement levels of secondary school pupils. As a result, strategies suggested have been initiated and/or implemented in several schools. Examples are:

- Development of departmental guidelines for instruction including specific skills for subject areas;
- Use of skills laboratories for remediation and enrichment;
- Identification of general and specific skills for classroom instruction;
- Development of remediation plans by departments and by teachers for students with deficiences, and
- Development of departmental tests.

Implementation Strategies: In an effort to improve achievement at this level, schools have been involved in implementing a variety of strategies, such as:

- Focus on test-taking skills in a structured test-taking program;
- Demonstrations of developmental lessons;
- Staff development activities for developing strategies to improve achievement;
- Identified students receiving support for deficiencies from resource teachers, and
- Before and after school tutoring programs.

Special Programs: Programs operating at this level to support instruction include the following:

- Junior High School Preparatory Programs for students 13.7 years of age or older who have not mastered required objectives for promotion to junior high school;
- Transition classes for junior high school students with reading and mathematics deficiencies;
- Chapter 1 programs for students in grade 7 who are below the 50th percentile on the California Achievement Test (CAT);

- Basic Skills instruction for students with needs in reading and mathematics;

- TPI/Shared Time for students in both comprehensive high schools and career centers;

- Humanities for gifted and talented students, and

- Public/Private Partnership Programs with a specialized career focus for senior high school students.

Monitoring: The secondary program has been carefully monitored formally and informally. On-site monitoring has indicated a concentrated effort to improve management, instructional delivery, and student services.

CAREER PROGRAMS - PUBLIC/PRIVATE PARTNERSHIPS

Educational and career options for secondary school students have been improved through partnerships with the private sector. The Public/Private Partnership Program is an outgrowth of the mutual commitment by both parties in the development of our youth. Partnerships with the private sector are viewed as important opportunities to further improve the quality of education. Local and national leaders make investments in the education of today's students because they believe in the ability of the school system to produce results worth more than their initial investments. They realize it is in their own interest to help create academic career-oriented programs that produce motivated, able graduates who are better prepared to meet the needs of an evolving workplace.

Since 1982, support from national and local corporations, associations, and foundations has been arranged for five high school career programs. These school-within-a-school programs are designed to prepare graduates for either entry-level positions in today's employment market or for post-secondary academic study and further professional training. Business Advisory Boards, comprised of school representatives and private sector sponsors, meet quarterly to guide the programs, assess their resources and needs, and assist in setting standards and goals. Specific private sector participation includes assistance in curriculum development and instruction, liaison with the business community, mentor programs, technical support, and staff development activities.

In SY 1983-84, the Public/Private Partnership Programs enrolled over 300 students in grades 9-11 in five career areas as follows (See Public/Private Partnerships under Planning):

- Business and Finance (H.D. Woodson Senior High School);

- Communications (McKinley Senior High School/Lemuel Penn Career Center);

- Health Professions (Eastern Senior High School/M. M. Washington Career Center);
- Hospitality and Culinary Arts (Roosevelt Senior High School/Burdick Career Center), and
- Pre-engineering (Dunbar Senior High School).

CAREER DEVELOPMENT

The goal of the Transition Program Implementation (TPI) to facilitate the integration of vocational/technical/industrial education into the mainstream of the school system is in its final phase. Effective shared-time operations have been developed through careful collaboration and coordination.

Shared-time scheduling has increased the options available to secondary students. They can now experience a rigorous academic program with a wide range of course offerings at the comprehensive high school of their choice while they prepare for the realities of the world of work in the extensively renovated career centers. Shared-time students receive intensive training on state-of-the-art equipment in shops/laboratories that simulate the workplace. Classroom training is complemented by on-the-job affiliations in business and industry. Career centers also provide trade-related instruction in reading, communications, mathematics, special education, and employability. Students earning a certificate of completion from a career center and a high school diploma may enter the work force or they may use their skills to assist in defraying the cost of post-secondary education.

A pilot project in teaching thinking skills through the trades was begun in five career centers and the Ellington School of the Arts and will be expanded during SY 1984-85. The Mastery Learning Pilot Project, which has been in operation in one career center since 1982, is being expanded to other career centers.

Workshops for administrators and counselors were held during the summer of 1983 to facilitate and coordinate strategies for program implementation in the comprehensive high schools and career centers. Ongoing staff development activities have been planned for career center teachers in collaboration with business and industry.

Pursuant to the mandate from the Superintendent of Schools to update curriculum offerings in the high technology areas of computer science and communications as well as entrepreneurship and economic development, a three-phase staff and curriculum development delivery system has been designed. Its approach is both expedient and efficient in involving classroom teachers in the preparation, construction, and implementation of curricula in nineteen vocational subject areas.

The D.C. Apprenticeship School opened its doors to District apprentices on February 2, 1984. Training programs available include carpentry, electricity, cement masonry, and plumbing, as well as related instruction in reading and mathematics.

STUDENT SERVICES

In support of the instructional program of the school system, efforts have been made to increase guidance and counseling services to students. Professional opportunities for counselors and teachers include the following:

- Orientation sessions for new counselors;
- The Letter of Understanding for junior and senior high schools;
- Financial aid;
- Effective letter writing for high school counselors;
- Human Growth and Development for Region C administrators and teachers for the TAP Demonstration Study;
- Regional workshops for Regions A, C and D counselors on current strategies;
- Monthly staff development sessions for Region B personnel on current counseling strategies;
- Counselor Community Colloquium held for parents, counselors and students;
- Counselor Roundtable discussions;
- Staff development for junior high school counselors on implementation of the High School Selection Program; and
- SAT Preparatory Test-taking Seminar for college bound seniors.

A committee was also established to develop systemwide test-taking guidelines to be utilized by counselors, which resulted in: 1) a counselors evaluation model for Region B, 2) guidelines for counselors in the implementation of the Transition Implementation Program, and 3) counseling priorities consistent with the system's priorities.

Among the guidance programs and activities designed to directly benefit students are: Senior High Seminar on Careers in the Armed Services, Concerned Black Men, Inc., Seminar on Careers, the National Beta Club for students in the elementary and middle schools, and the College Fair.

Local school guidance plans and reports which reflect services rendered by counselors for the first and second advisories have been reviewed. There has been a 10% increase in the number of junior high school counselors who are implementing peer counseling programs. All schools have reported favorably on the work of interdisciplinary teams to meet the special needs of students. Regular visits are made to schools to follow-up these reports and to give technical assistance for the more effective use of resources.

Substance abuse prevention education also contributed to the attainment of increased guidance and counseling services. To date the following have been done:

- Surveyed substance abuse prevention activities in schools in order to determine where and how to provide improved services to staff and students utilizing school and community resources;

- Completed a summer and a first semester credit course for school personnel and initiated the second semester course;

- Conducted numerous seminars and workshops for students, grades K-12, and

- Conducted staff development seminars for school personnel at elementary and secondary levels.

Monitoring public and nonpublic school compliance with the census requirements of D.C. Code Title 31, Compulsory School Attendance Law, is an essential function. In support, citywide enrollment procedures for the public schools and staff development sessions with principals and administrative aides to facilitate implementation have been developed. Compilation of nonpublic school enrollment statistics for official publication continues to be processed manually.

In enforcing the Nonresident Tuition Act, the monthly listing of recommended exemptions has been prepared for consideration of the Board of Education. Tuition collections have been processed in the amount of $132,464 from June 1983 to June 1984, a 20% increase over the same period in SY 1982-83. In addition, the annual Tuition Rate Schedule has been recommended. The SY 1983-84 schedule was passed by the Board during its March 1983 meeting; the SY 1984-85 rate schedule is now in the process of audit.

Accomplishments in the area of student activities include continued monitoring of existing student council organizations in local schools. A student Advisory Council directory of all student government presidents and advisers has also been developed.

In order to design and implement the Student Unified Management System (SUMS), twelve of the components were identified and requested for development. However, since the successful development of SUMS is dependent upon an accurate Student Enrollment System (SES), major efforts have gone into updating the Student Enrollment File. This included reactivating the Student Users' Group and planning the processing and monitoring of enrollment activites.

Other important activities have included: 1) use of the Guidance Information System, 2) development of specific subsystem proposals for student affairs functions, 3) utilization of available data from SES to improve the monitoring of nonresident tuition enforcement until the automated subsystem is operational, and 4) facilitation of the High School Selection Program for SY 1983-84 with 5,750 ninth graders participating.

In order to develop and implement programs and services with agencies outside the school system, activities have been undertaken such as the Woodward Foundation Awards for 106 economically deprived eleventh and twelth grade students enabling them to remain in school.

INSTRUCTIONAL SUPERVISION

The regions are fully operational in the area of instructional supervision. The year began with the review of school surveys which indicated instructional and staff development needs, types of programs to be implemented, key resource personnel, and support needs.

Assignments of supervisory staff were made to assure that each school would have supervisory support as needed. Some schools were targeted for concentrated assistance based on specific needs. Regional staff held initial conferences with the principals and set priorities for the support to be provided. A support plan was developed for each school and a schedule was established monthly to provide a regular program of support.

A major activity to initiate the instructional support was a series of meetings at the regional level with administrators, CBC Chairpersons, and other special groups to review the system's goals and objectives, the Education Plan for the regions, staff responsibilities, and the expectations and indicators for successful achievement of the established objectives. Additional meetings at the building level involved all department chairpersons for the same purpose.

A program of support for teachers as individuals and in groups is maintained for assigned schools. Assistance is provided based on surveys, plans, requests, special assignments, and needs of the instructional program using the following strategies:

-- Direct assistance
-- Observations
-- Visitations
-- Department/grade level activities
-- Instructional materials
-- Demonstrations
-- Group activities
-- Others as appropriate

Various other staff development activities were implemented to support the instructional program through regional and building level meetings and workshops. Some examples of the areas covered in the prefessional development are as follows:

-- Test Administration and Interpretation
-- Test-taking Skills
-- Remediation
-- Mainstreaming
-- Characteristics of Effective Schools
-- Career Planning
-- Strategies to Increase Achievement Levels
-- Drug Abuse
-- Academic Learning Time (ALT)
-- Teaching Mathematics (Division, Fractions and Measurement)

Two new major studies this year which required special staff development and instructional support were the Annual Promotion Demonstration Study and the Teacher Appraisal Project (TAP) Demonstration Study. The three schools in the first study received both citywide and regional support. The TAP Demonstration Study involved training for all Region C administrators and ET-15's.

Special programs also require instructional support. Those programs to which the supervisory staffs have given support are listed below:

-- Gifted/Talented
-- Academically Talented Program
-- Olympics of the Mind
-- Building Resource Teacher
-- JHS Transition
-- Chapter 1
-- Special Education
-- Calculator Math
-- Shared Time/Transition Program Implementation (TPI)
-- JHS Preparatory Program
-- Computeronics
-- It's Academic Clubs Program
-- Philodemic Debating Clubs Program
-- Testing Program
-- IJHSI
-- Volunteer Programs
-- Reading Is Fundamental

The regional staffs maintain communication and coordination of regional planning and activities with the Office of Instruction on a regular monthly basis and with other appropriate units as needed. The Assistants for Instruction from all four regions meet regularly to coordinate planning and activities. A system of dissemination is maintained in order that school staffs are kept abreast of current information. Distribution of curriculum and other instructional materials has been handled by the regional instructional staffs. An ongoing system of monitoring provides information for modification of support plans based on needs that develop during the school year.

- MANAGEMENT IMPROVEMENT

GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

MANAGEMENT IMPROVEMENT

A. In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.

B. Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information.

C. In accordance with the guidelines of the Board of Education, the Superintendent will administer current labor-management agreements and direct the negotiation of their renewal.

D. Under the direction and leadership of the Superintendent, management analysis services will be provided to offices, divisions, and regions, to increase the efficiency and effectiveness of selected programs and operations.

E. Within available resources, the Superintendent will improve the maintenance of school properties through increasing the efficiency of maintenance and repair operations.

F. Recognizing the necessity for an environment conducive to learning, and within available resources, the Superintendent will upgrade the provisions for safety and security.

G. Taking into account changes required by the advent of new technologies, methodologies, and limited financial resources, the Superintendent will examine the organizational structure of the central administration and modify, realign and/or reorganize as required.

MANAGEMENT IMPROVEMENT

Improvement in the management efficiency of the school system is an important process in freeing the human and materiel resources to be applied to direct services to students. As computers perform an increasing number of record keeping and analysis tasks, the challenge for the school system is to utilize the technology as effectively and efficiently as possible. Technology is bringing changes in such areas as financial reporting, materiel/logistical services, paperwork reduction, management information systems, and management analysis.

Other efforts to improve efficiency and cost effectiveness can be made in energy conservation and facilities maintenance. On the more human side of management responsibilities, initiatives can be undertaken through the areas of labor relations, safety, and security among school system staff, parents and the community.

FINANCIAL REPORTING

The District has adopted a new accounting policy which is consistent with the Generally Accepted Accounting Principles (GAAP). Goods which are not received by the District of Columbia Public Schools (DCPS) by September 30 each year are either cancelled or must be paid for from the ensuing year's budget. In order to track outstanding goods and services, a computerized aging schedule was developed. Each voucher clerk has a daily report highlighting outstanding purchase orders which require follow-up action.

Tracking the volume of purchase requisitions submitted by various offices and local schools was accomplished using a computer program developed jointly by the Divisions of Finance and Logistical Support. This program allows the users to locate the status of the requisitions and the buyer who is handling them. Furthermore, it allows management to determine the type of commodity being purchased by the school district.

The substitute teachers monitoring system is making a significant contribution to cost saving for unreported leave for teachers. During the first three months of the fiscal year, there were less than 500 cases of unreported leave as compared to over 1,500 cases during the same period for the previous year, a savings of approximately $50,000, while the overtime cost for auditing the leave is less than $2,000.

The financial forecast process adopted over the past five years resulted in a significant improvement in financial projections for FY 1983 allowing the Public Schools to fully obligate the budget without having to return any funds to the District. This process is being automated so that the dependency on manual entry can be reduced. Furthermore, it will allow analysts to reduce the time required to generate forecasts and reports.

MATERIEL/LOGISTICAL SERVICES

Several significant strides have been made to improve the responsiveness and operations of logistical support in light of continuing educational changes. In September 1983, automation of the functional support areas in the Division of Logistical Support was achieved in conjunction with the Division of Information Resource Management (DIRM) using the Automated Logistics Management System (ALMS). ALMS has prompted the following improvements:

- In coordination with the Division of Finance and DIRM, a requisition tracking system has been developed;
- A vehicle maintenance management system developed by Metro Transit Authority in Houston, Texas was secured at no cost via cooperative arrangement by the District of Columbia Public Schools and the City of Houston, Texas;
- Bar Code technology is being explored to improve equipment inventory and accountability to control and account for serialized assets. Completion of the contract is scheduled for the end of May 1984;
- Further enhancements will include automated transmittal of orders from the Procurement Branch to the Division of Finance for direct processing.

The Procurement Branch was reorganized as a result of the school system's independent procurement authority for contract awards. Two separate contract units, one for formal advertising of bids and one for construction and maintenance requirements, were organized to implement the new authority.

The Services Branch has realized the following improvements:

- Equipment maintenance responsiveness has increased.
- Inventory management efficiency has increased with the introduction and the use of consolidated school orders and an automated ordering list.
- Food services have introduced pre-plated services, salad bars and lunches. In the area of accountability, an automated (microcomputer) system uses a scan process, and reports meals and fund activity in each food service area.
- Distribution facilities have been expanded by an additional 40,000 square feet of warehouse space to house bulk storage, equipment maintenance and records management functions.

The Transportation Branch transported an additional 1,500 students during SY 1983-84 to and from Career Centers and their respective comprehensive high schools. The completion and implementation of the Transportation Study will enhance DCPS transportation services.

ENERGY CONSERVATION

The Division of Buildings and Grounds has established 12 energy conservation programs: attic insulation, boiler tune-up, boiler water treatment and cooling tower, condensate steam return pumps and heating pipes, conversion from incandescent lights to flourescent lights, door replacement, ENERSEC emulsifier, fuel oil additive, glazing, installation of separate domestic hot water system, programmable thermostat, solar domestic hot water heating system, thermostatic traps and valves, turbulator, and window replacement. All of the programs listed above have been implemented, except for the turbulator program scheduled for implementation during FY 1985.

Although utility costs have increased due to inflation and other market factors, data collected by the Energy Conservation Unit indicate that DCPS consumption has decreased, except for natural gas. Natural gas costs increased because some schools were converted from oil to gas. During FY 1983, energy savings were realized amounting to $2,886,200. The savings were reprogrammed to pay for additional energy conservation activities implemented during FY 1984, to purchase tools and equipment, and to make needed repairs and improvements.

By implementing the above conservation programs, the savings that will be realized over the years will eventually pay for projects such as door and window replacement and other conservation related improvements.

PAPERWORK REDUCTION

The Reduction in Paperwork (RIP) Task Force was established by the Superintendent in October 1981, to explore the problem of excessive paperwork in the District of Columbia Public Schools. The Task Force submitted its final report, including recommendations, to the Superintendent on September 29, 1982.

Most requests for information requiring paperwork which were considered unnecessarily burdensome were ad hoc rather than routine as reported in the findings of the Task Force. Also, many routine requests for information could be eliminated with full implementation of the Student Enrollment System (SES). Clerical staff on the secondary level perform many of the paperwork responsibilities required of elementary teachers. Often requests for information go directly to schools without first consulting regions; thereby, not following appropriate organizational channels.

The major recommendations of the RIP Task Force were that:

- A standing committee be formed to screen all forms and requests for information and to monitor paperwork reduction activities in each office of the DCPS;
- A guidebook be developed that indicates where specific information can be found;

- All efforts be implemented to reduce paperwork burdens on local schools and regions;
- SES be fully implemented;
- Offices maintain logs of requests for information;
- Basic information be preprinted;
- A procedural manual be developed for handling requests for information; and,
- A calendar be produced which indicates due dates for specific data.

The Task Force's recommendations are still in a planning and review mode. While these recommendations are not implemented at this time, it is anticipated that the five major offices in the school system will continue their efforts to reduce paper flow. For example, significant progress has been made in automating various instructional and management applications. It is expected, therefore, that the introduction of computerized operations will help reduce paperwork.

MANAGEMENT INFORMATION SYSTEM

An analysis of needs delineated by user groups identified high priority information processing requirements and provided discipline and structure to these needs. These activities provided a substantial return on investment and will significantly increase management information capabilities. Identified priority needs were then formulated as requirements for the Management Information System (MIS) and were partitioned into three development initiatives: the Automated Logistics Management System (ALMS), the Resource Management and Control Information System (REMCIS), and the Student Unified Management System (SUMS).

Joint DIRM/user groups were established representing each of the major user divisions. Regular meetings and active user participation were required and current processes and procedures were analyzed and documented. In accordance with Automated Data Processing (ADP) standards, a general systems design was completed for ALMS, REMCIS and SUMS, encompassing all proposed subsystems of each initiative, indicating the interactions and interrelationships of each system's components and specifying the order in which the subsystems will be developed.

ALMS is described under Materiel/Logistical Services.

REMCIS has been designed electronically to support and integrate all of the information management needs of the Divisions of Budget, Finance and Human Resources. REMCIS is accessed as an interactive on-line data base system for controlling, storing, updating and reporting resource information. Human resources account for over 80% of the annual budget, and REMCIS offers an immediate return on investment in the following areas:

- Position Control and Authorization
- Personnel Staffing
- Employee Inventory
- Attendance
- Payroll Processing and Fiscal Expense Accounting

The major benefits of REMCIS will include more accurate personnel and financial reporting, decreased paperwork, and the elimination of many time-consuming and labor-intensive tasks.

The Student Unified Management System (SUMS) is designed to collect, process and report student information. This system optimizes the collection of information at the source and provides immediate data base access to all approved users. Information that has previously been used in a fragmented manner now can be consolidated upon request to profile any student. SUMS is designed to standardize student recordkeeping, unify student accounting procedures, and increase accuracy and timelines of reports. Conceptual design considerations indicate that four (4) interdependent subsystems will relate to basic student-oriented functions of the school system. These functions are student registration; student assessment; student referral, placement, and follow-up; and student services.

ALMS, REMCIS and SUMS comprise the major priority for MIS development activities by DIRM. Ancilliary activities which were considered critical to the development of the MIS were also undertaken at this time. These included an upgrade of computer equipment, the development of documentation standards, and the implementation of project management procedures.

Additional technical support was given to the formulation and implementation of the Computer Literacy Program. This support included installation of initial core equipment, a central computer and communications equipment, the development and implementation of the Automated Information Management System (AIMS) and a generalized test scoring module for developing and evaluating scannable tests for classroom teachers. Support was also given to the development of procedures for monitoring the Superintendent's Comprehensive Education Plan for SY 1983-84. This involved the design, training and implementation of on-line entry, update and report procedures to aid in monitoring and evaluating critical task status.

LABOR RELATIONS

Negotiations on current labor agreements were completed in Spring 1982. These three year agreements were the first concluded under the new authority to negotiate compensation and working conditions, resulting in greater school system control in fiscal and personnel management. In addition, compensation costs can now be planned on three year intervals.

Major progress has been made in the development of a compensation data base to support negotiations. District of Columbia law requires that a survey of compensation data be made of the thirty largest cities by population and the Washington, D.C. standard metropolitan statistical area (SMSA) prior to entering negotiations. The data base must contain comparative information covering areas of compensation and basic data on working conditions. The data will be of great benefit in making decisions concerning compensation in negotiations. Future plans are to expand the data base to include more working conditions data and specific contract clauses.

MANAGEMENT ANALYSIS

In order to implement management audits, fiscal audits, management studies, project management, and the development of management plans in accordance with the Superintendent's priorities, management surveys and audits of various organizational units were conducted within the school system. During SY 1983-84, efforts were concentrated on several key areas. The first was to support the reorganization of the Divisions of Budget and Buildings and Grounds. Support was provided in the form of organizational revisions, personnel resources, and staff development.

The second area of study and change is the Transportation Branch in the Division of Logistical Support. Twenty-two recommendations have been made and plans are underway to incorporate the modifications into the Branch. The plans offset both the scope of services provided by the Branch and the method of delivery.

The third area of study is the use of bar code technology as a method of inventory control. Bar code technology may impact each of the major elements in supply management.

A fourth area of study is telecommunications. The break up of the Bell System will have a cost impact on the school system. The separation of line services and equipment may provide an opportunity to reduce the increased cost of services. An evaluation of the school system's requirements must be conducted and recommendations made related to the continued use of existing equipment.

Plans are underway to begin implementation of the major recommendations contained in a Security Study. Many of the recommendations have been incorporated into the ongoing operations.

In addition, the FY 1983 audit has been completed. One of the factors noted in the unqualified audit is that the findings contained in the FY 1982 Management Letter have been satisfactorily corrected. The FY 1983 audit Management Letter contains no significant findings for management improvement.

The FY 1983 audit also contained a report on the Child Care Food Program. This audit brings the Food Services Branch into compliance with the U.S. Department of Agriculture regulations regarding child care operations.

A number of ongoing activities will continue into SY 1984-85. Implementation of new or modified operations will be monitored, refinements will be recommended where appropriate, and evaluations will be instituted when the new operations have been completely incorporated.

FACILITIES MAINTENANCE

To further enhance day-to-day facility maintenance, 13 vehicles were purchased and equipped with roving shops such as carpentry, locksmith, fixed equipment, and electrical. The roving shops allow staff members to perform major repairs on site. Additional activities include:

- A painting program was developed so that school system staff can do 85% of the interior painting. Thus far, 10 schools have been painted (9 interior). These schools were painted by DCPS staff at a cost of $247,870, compared to only one school being painted by the D.C. Department of General Services last year at a cost of $100,000.

- The student locker repair program has resulted in more than 15,000 student lockers being repaired or replaced, using contracted services.

- The public address clock and bell systems program is contracted to an outside vendor on an annual basis. By hiring a single contractor, a greater number of standard parts are used, and repair and work requests are completed more quickly.

- To secure and properly cool the computer literacy laboratories, 150 security doors have been installed, and air conditioners have been ordered for installation in some computer laboratories. It is estimated that approximately 2 years will be required to install air conditioners in all computer laboratories.

- To address the needs of the Capital Improvements Program (CIP), the goals set for the Board of Education, and the Federal Regulations on Air Quality Control, the following programs are underway:

  -- Roofs will be replaced at 14 schools.

-- Boilers will be replaced at 5 schools.

-- Air Quality Control measures will be taken at 104 schools. In addition, funds have been reprogrammed for the prevocational facility and to complete projects at Bell, Eastern, Ellington, and McKinley.

In addition to CIP, a plan is underway to upgrade the roofing program. This program will allow major and minor roof repairs to be made and the roofing needs addressed in a reasonable time frame under the new DCPS Independent Procurement Authority (IPA). This program will decrease the number of leaking roofs and allow for improved roof maintenance.

SAFETY AND SECURITY

In order to monitor facilities to determine unsafe and/or unhealthful conditions, safety awareness training has been given to 646 employees, totalling 5,741 hours of instruction. Eighty-three (83) schools/buildings have been surveyed and unsafe conditions corrected. Hazardous materials and toxic wastes were removed from several schools. An asbestos abatement program has been initiated for all schools to determine and ensure compliance with established asbestos standards.

As a means of developing, implementing and monitoring safety and security awareness programs, the Youth Awareness Program was initiated at Lincoln and Kramer Junior High Schools, and Ballou and Wilson Senior High Schools in September 1983. The Youth Awareness Program is a life-choice model aimed at encouraging adolescents to exercise positive behavior and attitude, while inducing value system changes when appropriate. Over 700 students have received instruction in the areas of substance abuse, sexuality, smoking, juvenile justice and career choices. Simulation, role playing, and trips to Lorton and the court system highlighted students' exposure to consequences of making the wrong choices when confronted with peer and socio-economic pressures.

The Safety and Security Advisory Committee, formed by a network of school system employees, representatives of law-enforcement agencies, crime and prevention groups, and government and private agencies committed to serving youth, meets once a month. The network makes possible an exchange of ideas which often result in joint solutions to shared problems.

The following actions have been implemented to prevent crime, violence, and vandalism in schools:

- Identification cards were issued to 12,332 students and 623 employees to mitigate against unlawful entries to buildings.
- Safety and Security Awareness Week was observed systemwide October 24-28, 1983. The Division of Safety and Security provided personnel and materials for school programs and also distributed 70,000 Trick or Treat Halloween bags bearing safety messages. An Awards Night Program was held on October 27 at which time the winners of slogan and essay contests were presented with savings bonds.

- Security services were coordinated at all football, basketball and other special school events as a means of maintaining order and control.

A Safety and Security Operations Study was initiated in October 1983 and completed in December 1983. Recommended organizational and structural changes have been implemented, and an action plan has been completed for development and dissemination of operational procedures. This activity will be completed by June 30, 1984.

REORGANIZATION OF CENTRAL ADMINISTRATION

Dynamic change can be brought about in organizations through major reassignments of personnel, quiet commitment to tasks, or acceptance of redefined responsibility. It is in this last context that major improvements have been made by school system personnel since SY 1982-83. Responsibilities have been reassigned, as necessary, within the existing organizational structure, avoiding the turbulence and lost productivity of a major reorganization, while retaining the interest and resolve to make the needed changes.

Modifications in central administration, effective October 1, 1984, include the following:

- Transfer for the Department of Adult and Community Education from the Office for Special Services and State Affairs to the Division of Career Development, Office of the Deputy Superintendent.

- Transfer of the Department of Staff Development from the Office for Special Services and State Affairs to the Office of Instruction.

- **PLANNING**

GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

PLANNING

A. Using available staff and resources, the Superintendent will design and implement a comprehensive multi-year plan for SY 1983-87 (including a facilities plan) from which a one year Comprehensive Education Plan will be extracted.

B. Using available staff and resources, the Superintendent will design and establish public/private partnerships.

C. In accordance with the Rules of the Board of Education, the Superintendent will develop annual budget plans for the multi-year planning period, SY 1983-87.

PLANNING

The Superintendent's priority area of planning for SY 1983-87 encompasses the development of several major planning strategies and documents: the Comprehensive Multi-Year Education Plan, SY 1983-87, annual education plans, a facilities plan, public/private partnerships, and the annual budget plan.

The processes are designed to be flexible and responsive to changes in the needs of students and the availability of resources to the school system. Preparation of these planning documents requires a systematic review each year of the proposed direction and activities of the major offices. The resulting annual plans establish activities and accountability, and provide for greater coordination and mutual support among school personnel and members of the education community.

Implementation of the planning procedures, objectives and critical tasks is the major purpose of the planning process. Through the development and implementation of computerized on-line planning capabilities, periodic monitoring of these activities will be facilitated. Computerization also allows for redefining and reporting on tasks, thus enhancing the flexibility of the planning process to respond to changing demands.

COMPREHENSIVE MULTI-YEAR EDUCATION PLAN, SY 1983-87

In December 1982, the first Comprehensive Multi-Year Education Plan, covering SY 1983-87, was completed and disseminated. It provided a delineation of six Superintendent's priority areas with thirty-six sub-areas and thirty-one general statements of long range objectives. It also established certain planning parameters: the desired learning outcomes for students; results of the spring 1981 and 1982 testing; systemwide targets for student achievement; results of the evaluation of CBC and SPP; student enrollment projections; planning assumptions, resources and contraints. To assist in planning, information on population trends and employment opportunities for graduates was also given. Using the above information, each of the five major offices developed long range objectives for the five year period and established intermediate objectives to accomplish the long range objectives. This document serves as the framework for planning for the five year period.

ONE YEAR PLAN, SY 1983-84

The Comprehensive Multi-Year Education Plan is updated each year by the development of an annual plan. The Comprehensive Education Plan, SY 1983-84, published in August 1983, based upon and modeled after the multi-year plan, set out the critical tasks of each major office which are directly related to the long range and intermediate objectives. It also included updated information on student enrollment projections, planning assumptions, resources and constraints, and population trends. In addition, the plan presented narrative descriptions of major trends in instructional programs in the school system.

In order to monitor progress of the major offices in achieving their critical tasks, a computerized monitoring system was established. This system provided an automated means for each major office to report on the status of each of its critical objectives. The office plans contained in the Comprehensive Education Plan, SY 1984-85, were developed through use of the computer, and the stated tasks will continue to be electronically monitored on a quarterly basis.

FACILITIES PLAN

Facilities planning activities which will ultimately lead to the development of a comprehensive facilities plan, have largely been divided among the development of documentation that will support planning, and cluster planning as a model of the facilities planning process.

With documentation as the current focus, all activities and projects are documented in a manner which will support future planning. Annual building base data documents have gradually been expanded as additional items are added to the data base. Another major activity is the graphic documentation of building utilization whereby small scale floor plans are used as a key to automated information on use, frequency of use, number of students, type of function, square footage, etc. The file may be expanded to include other informational items such as air-conditioning and accessibility, that may be useful to the leasing program or space planning. An extensive building utilization report published on statistics and special considerations underscored the need for detailed information as a means of countering statistical misconceptions. Thumbnail profiles have also been developed as base information documents that will eventually be available to school administrators.

The cluster planning concept, as the other important focus of facilities planning, is a complex process as it purports to provide a basis for long-term decisions with regard to building utilization, facility improvements and program enhancement. Sensitive issues requiring immediate solution such as school closings, underutilized space, and implementation of the leasing program have tended to diffuse the purpose of the planning. Initial experiences have underscored the need for well organized and thorough planning prior to community involvement. For this reason, a cluster planning guide has been developed, and planning notebooks and workbooks are being prepared for use in communities involved in cluster planning. Cluster planning activities have been extended to include a few schools in Ward 6.

Long range objectives with regard to capital improvements are being addressed through the six year Capital Improvements Program (CIP). Severe reductions in monies available for capital improvements have resulted, however, in an emphasis on building integrity, e.g., roof, windows, doors, and mechanical systems, etc.

PUBLIC/PRIVATE PARTNERSHIPS

The development of public/private partnerships has necessitated the establishment of a process for planning. The model for planning which has evolved through cooperative work with private industry and government agencies is beneficial in:

- Being responsive to the requirements for improving urban secondary schools;
- Providing additional support for school systems and their graduates during times of declining resources;
- Being replicable within any city with a significant commercial base, and
- Standing as a model with implications for national policy.

The basic steps in the development of public/private partnerships begins with a conceptualization of the partnership by the Superintendent and the Executive Assistant for Corporate Involvement in conjunction with the Chief Executive Officer or Chairman of the Board of a private company, or the Director of a governmental agency. The next step is the formation of a Business or Government Advisory Committee. The program design is then developed by the Division of Program Development and Planning together with the school and the industry or government representatives. The final step is the implementation of the program at the local school level.

Five major public/private partnerships have been established in eight high schools and career development centers. These programs are in Business and Finance, Communications, Health Professions, Hospitality and Culinary Arts, and Pre-engineering. Other plans for the involvement of private industry and governmental agencies are continuously in progress. (See Career Programs - Public/Private Partnerships of this document under Instruction.)

BUDGET PLAN

The Budget Division has continued to assume the major responsibility for the preparation of the operating budget for the Board of Education, and the leadership necessary to facilitate budget planning, development and implementation. During School Year 1983-84, the school system's first adaptation of components of zero-base budgeting (ZBB) procedures was developed and implemented. This process began in SY 1982-83 and was refined and further enhanced in SY 1983-84. Its implementation has resulted in a broader base of input into the budgeting process, a budget that is more thoroughly scrutinized, a budgeting system that allows the school system to better coordinate planning and budgeting by redirecting resources to support school system needs and priorities.

As a result of these efforts, the FY 1984 and FY 1985 operating budget requests of the Superintendent were submitted to the Board as required by legislative mandate. Similarly, the Board's operating budgets were submitted to the City Council by October 1, as required by law. This latter budget plan was successfully defended before both the City Council and the Congress. The successful defense of these plans resulted in SY 1982-83 and SY 1983-84 funding levels that were able to provide the level of resources necessary to sustain and expand the progress of the school system's programs. These budgets served as the financial control base for the school system's resources.

In SY 1984-85 the budgeting process will be further refined. As a result of planned refinements, the school system's budgeting procedures will become an integral support component of the comprehensive planning process. Efforts will be undertaken to broaden meaningful involvement in the budget development process; strategies will be applied to provide a more thorough examination of the base budget to ensure the proper alignment of the school system's resources with needs and priorities, and plans will be initiated which relate performance measures with the financial resources provided.

- **QUALITY ASSURANCE**

GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

QUALITY ASSURANCE

A. Utilizing available staff and resources, the Superintendent will identify research issues and direct the design and implementation of educational research projects which support the priority areas of the school system.

B. Using available staff and resources, the Superintendent will design and implement an accountability system which provides for a more objective and effective evaluation of personnel and programs.

C. In accordance with the Rules of the Board of Education, and the ongoing assessment and evaluation of the instructional program and student achievement, the Superintendent will establish and implement an approved citywide testing program.

D. Utilizing available resources, the Superintendent will survey the state-of-the-art in educational technology in support of the improvement of student achievement, classroom instruction and management.

QUALITY ASSURANCE

Research, evaluation and student assessment are avenues for assuring the quality of the delivery of student instruction. Important research functions include the identification of current and emerging research issues such as educational technology, review of the educational practices in other school systems, and the implementation of research projects. Evaluation encompasses a serious examination of the implementation and effectiveness of programs and projects within the school system. It takes a broad look at practices and personnel as they contribute toward the achievement of school system goals and objectives. Student assessment, because it provides information on the achievement of students on standardized tests, monitors the impact of the school system's efforts and examines student progress.

EDUCATIONAL RESEARCH

An essential foundation to any research is an accurate data base from which are developed important statistics reflecting the status of students and programs. To maintain this function, monthly student memberships are collected, with an official membership reported each fall for elementary and secondary schools by school, grade, race, sex and region. The collection of this membership information is currently in the process of being automated. In addition, student attendance data, the average daily attendance, and the average daily membership reports are developed.

Other information-based activities include the implementation of the graduate follow-up survey, student dropout survey, and the School Calendar, and Data Resource Book. Proposals to conduct studies from within and without the school system are reviewed for approval/disapproval, and technical assistance in developing and conducting the studies is provided.

The Research Information Center (RIC) maintains a library of information on educational topics and conducts extensive searches via data banks to provide assistance to the school system, Board of Education, D.C. Government, Federal Government, and Congress. Approximately 800 requests are serviced in the course of a year.

The school system has participated in and supplied data for numerous national and metropolitan area reports, namely:

-- The National Center for Education Statistics
-- Educational Research Service, Inc.
-- The Common Core of Data
-- The Great City Schools
-- The National Defense/Direct Student Loan Eligible Schools Listing Report
-- The Metropolitan Area Boards of Education Report
-- Universities, individuals and groups.

A compilation of research topics has been developed which addresses issues raised by current national studies, school system priorities and research conducted by other large city school districts. The process for researching the topics includes the research design, identification of data resources, data retrieval and merging capabilities, technical analysis and report generation. This process has been used in the following:

-- Annual Promotion Demonstration Study
-- Test Review Equating Study
-- School Assessment Plan
-- Resource Impact Study.

These studies are in varying stages of completion. The research design for the Annual Promotion Demonstration study has been approved; principal, student and teacher data regarding annual and semester promotion have been collected and analyzed. The Test Review Equating Study, which will assist the test selection process, has been designed for implementation in SY 1984-85.

Development of the School Assessment Plan is in process. This plan is intended to assist in the evaluation of schools. Finally, the Resource Impact Study, which examines the impact of instructional resources on the achievement of students, has been completed.

PERSONNEL/PROGRAM EVALUATION

Personnel evaluation as a process has progressed to the point of providing linkage of the accomplishment of the critical tasks of each office, division, branch, region or school to the personal evaluations of school officers and teachers. Each fall the activities to be accomplished for the school year are negotiated by each professional and his or her immediate supervisor. This provides the opportunity to fit individual activities into the objectives of the unit, and establishes a mechanism for personal accountability for the unit's achievement of objectives.

The revised Teacher Appraisal Process (TAP) incorporates new features which represent major differences from the old process. Foremost among these is the appraisee's accountability for the achievement of students as identified in the statement of targets. In this annual evaluation process, there are three mandatory conferences between the rating officer and the appraisee -- a fourth conference is optional. The midyear conference is designed to provide feedback on the status of progress toward targets. A formal support process is included and must be initiated if needed.

One of the major efforts in the area of program evaluation has concerned the Student Progress Plan (SPP). Beginning in January 1981, promotion/retention reports have been prepared at the end of each semester showing SPP grade levels, and reading and mathematics instructional level data. Annually, a more comprehensive report has been prepared to provide information on the impact of SPP in the elementary school program. Plans are being developed for the evaluation of the Secondary Student Progress Plan (SSPP) to be implemented in September 1984.

Other evaluation activities include the preparation and dissemination of a study of reading textbooks which utilizes promotion results as the measure of student progress. The design for the 1984 Summer School Final Evaluation Report has been implemented. An interim report assessing Fairbreak, which was supported in part by the Control Data Corporation, has been disseminated.

Final evaluation reports for the ten SY 1982-83 ECIA Chapter 2 programs have been completed, and the final evaluation of the nine programs for SY 1983-84 is in progress. Evaluation of the programs in Chapter 1 for SY 1982-83 and SY 1983-84 are in progress.

Final evaluation reports of the following programs are in development:

-- Middle Schools
-- Teacher Appraisal Project (TAP)
-- Transition Program Implementation (TPI)
-- Youth Awareness Program (YAP)

Technical assistance in the area of program evaluation has been provided to various offices and divisions of the school system. Assistance has included evaluation design and survey instrumentation, monitoring process and instrumentation, and needs survey instrumentation. Technical assistance is also being provided to consultants evaluating the Success in Reading and Writing, and Writing to Read programs.

STUDENT ASSESSMENT

The testing schedule for SY 1984-85 was prepared based upon recommendations of the 1984 Test Advisory Committee. During SY 1983-84, annual assessment was completed with the administration of appropriate instruments at recommended grades in areas of student interest, educational achievement, and life skills. Appropriate reports have been disseminated. Assessment in new areas such as writing samples, foreign language and specific vocational skills are under discussion by the test committee.

A procedure was developed and implemented which identified eight criteria useful in the selection of a standardized test. A special Question and Answer brochure was prepared to explain the test review process to the community and school system staff. A number of activities which relate to the adoption of a new test were identified which will culminate in the selection of a norm-referenced achievement test for future use by the school system.

In conducting assessment of the Competency-Based Curriculum, four curriculum-related tests (reading, mathematics, language arts and science) were administered to students in grades 1 through 6. Tests for language arts and science were revised to reflect additional second semester objectives and skills in these areas. The new items for these tests were field-tested and validated with a sample of students in selected schools.

For the first time, the school system has scored its own criterion-referenced tests in reading, mathematics, language arts and science for all students in grades 1 through 6. Approximately 134,000 answer documents have been processed, scanned, and scored using procedures developed by school system staff. Several part-time staff have been hired to assist in the processing of test forms. The test scoring software permits the generation of a variety of reports for use by teachers, principals, and administrators. Special sessions on the use of test score data are being conducted with school staff and regional task forces.

Responses to several requests for special reports of test score information have been prepared for Board of Education Members, the U.S. Department of Education, instructional program directors in the school system, and outside agencies such as the Educational Testing Service and the U.S. Department of Navy. Approximately four such responses to special requests for test data are prepared each month.

RESEARCH ON EDUCATIONAL TECHNOLOGY

A variety of searches in the area of Educational Technology have been conducted in an effort to provide the most up-to-date information to requesting offices. Information has been provided on such topics as Computer Literacy, Computer Laboratory Security, Computer-Assisted Instruction with Chapter 1 students, Use of Computers in Elementary School Science, Computer Applications in Mathematics, Computer Software Selection Guidelines, Instructional TV Broadcasting Capability in Classrooms, and Computer Camps.

An evaluation of the SY 1982-83 ECIA Chapter 2 Educational Technology Program has been completed, and evaluation of the SY 1983-84 program is in progress. Two research proposals related to educational technology have been approved. Both will examine the impact that computers in the schools have had on the educational progress of students. One is investigating the home-school reaction and the other the staff-student reaction.

- **RESOURCE DEVELOPMENT**

GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

RESOURCE DEVELOPMENT

A. In accordance with federal, state, and local regulations, the Superintendent will administer state level block grant programs and monitor the distribution of funds and operation of programs by local education agencies.

B. Under the direction and leadership of the Superintendent, DCPS will explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs.

C. Recognizing the need to upgrade skills, and within available resources, the Superintendent will provide in-service training opportunties for instructional, administrative, and support staff.

D. Under the leadership and direction of the Superintendent, and through the concerted efforts of offices, divisions, and regions, prepare and submit to the Board of Education a zero-base budget for SY 1984 and annual budgets for the multi-year period, SY 1983-87.

E. Recognizing the necessity for coordination and cooperation between publicly-supported educational institutions in the District of Columbia, the Superintendent will further develop the partnership between the University of the District of Columbia and the public school system.

F. In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.

RESOURCE DEVELOPMENT

Resources touch in some manner all facets of the school system. These resources may be materiel, financial, programmatic or personnel. Programmatic and financial support comes from the federal government in part through block grants, from the private sector through the development of corporate relations, and from cooperative efforts with the University of the District of Columbia. Within the school system, resources are more effectively managed through expanded staff development, the adoption of a zero-base budgeting procedure, and development of an automated personnel management record system.

BLOCK GRANTS

School Year 1982-83 was the first year of the Education Consolidation and Improvement Act (ECIA) Chapter 2 grant, which consolidates some thirty separate federally-funded programs into a block grant to each state. The purpose of the grant is to provide local educational agencies with the responsibility for the design and implementation of programs in a manner which greatly reduces the administrative and paperwork burdens imposed by previous grants.

In order to obtain this grant, the District of Columbia Public Schools (DCPS) developed a three-year State Application. The application was reviewed by the Mayor's Advisory Committee on Education, which acts as the federally mandated ECIA Chapter 2 state advisory committee. After review and approval by the Board of Education, the state application was submitted to the U.S. Department of Education.

The programs implemented under Chapter 2 are designed to strengthen and augment regularly-funded programs. In-service training is most significant, supporting programs such as the Improving Basic Skills in Reading and Mathematics Program, the Teacher/Instructional Support Training Program, and the District Facilitator Project. In addition to supporting the regular school program in reading and mathematics, resource development will continue for teachers currently assigned but not certified to teach mathematics. Through the Resident Supervisory Support for Teachers Project, the training of school personnel in concepts and strategies of school supervision will be expanded to include Regions A and B. Additionally, there are workshops provided for the teachers of students in the Gifted and Talented Program, and the training of teachers and administrators who are assigned to the Public/Private Partnership Program.

Two programs in particular are examples of the utilization of outside resources. One is the Public/Private Partnership Program which involves members of the private sector in the areas of instruction, curriculum development, staff development, planning and management. As a result of the partnerships, educational and career options for students are expanded. The other is the Embassy Adoption Program, which provides teachers and students the opportunity to increase their knowledge and appreciation of other nations.

Under the Multi-Arts Service Program, the Duke Ellington School of the Arts serves as a valuable resource where students experience the presentation of plays, musical and dance performances, and traveling art exhibits. Workshops and demonstrations are provided for selected groups of students with special interests in the arts disciplines.

The School Library Resources Program supports the efforts of local schools to maintain high quality library-media resources as part of their instructional program. In SY 1984-85 the program will develop a video tape library in identified schools. In subsequent years the video tape libraries will be established on a phased-in basis covering approximately 55 schools each year, not to exceed three years. Plans are being made to establish computer lending libraries for parents.

The Educational Technology Program will include the implementation of various phases of the science and mathematics instructional television program on the junior high level, the Computer Literacy Five-Year Plan, and the coordination of in-service training sponsored by the Network for Instructional Television (NITV). In-service training and support of the Competency-Based Curriculum (CBC) and the Student Progress Plan (SPP) are also provided.

Utilization of natural resources in an outdoor setting and a special computer laboratory indoors are the primary components of the Nature-Computer Camp. The experiences shared by the students are designed to augment the activities and objectives specified in the sixth grade curriculum guide for science.

CORPORATE RELATIONS

Leading corporations and foundations continue to recognize the importance of DCPS initiatives in staff development and leadership training. Their support takes a variety of forms, ranging from teacher externships in private industry to loans of training personnel and financial contributions for special training projects. Principal private sector supporters of new staff development projects in this area are as follows:

- American Society for Training and Development coordinated the establishment of a Management Training Institute with trainers from IBM, Marriott, AMTRAK, Martin-Marietta, Acacia, Zerox, Control Data, Chesapeake and Potomac Telephone, American Telephone and Telegraph, Arthur Young and PEPCO.

- Network for Instructional Television installed a KU-Band down receiver which was used to bring teacher training programs in mathematics, special education, gifted and telented, the arts, and health education.

- Microband Corporation will install four transmitters at McKinley Senior High School, 13 microband receivers at schools with closed-circuit television capability, and a connecting wire from the Educational Media Center to the transmitters.

- Edna McConnell Clark Foundation is providing financial support for summer externships and curriculum development for instructional staff.

- GTE Corporation is providing competitive financial awards to teachers and schools for local school improvement projects in mathematics and science.

Local and national business leaders are increasing their investment in schools because they continue to believe in the ability of the school system to produce results -- educational results that will return more than the initial investments themselves. The following companies have taken the lead in providing support to the instructional programs:

- Private Industry Council and D.C. Hotel Association will continue support for instructors and on-the-job training for the Culinary Arts Program.

- IBM has loaned 75 computers for computer literacy training for junior high students and teachers, and 10 computers for courseware development.

- Marriott Corporation is supporting a co-op program in Business Advanced Placement.

- Xerox Corporation is providing office technology training software.

- Burger King Corporation will provide financial support for employability skills development courseware.

- National Science Foundation is supporting a Science Enrichment Program at Beers Elementary School.

- Digital Equipment Corporation provided computer, word processor and video terminal equipment to support a Computer Repair Technician training program at Ballou Senior High School.

Public/private partnership initiatives continue to generate substantial private support that cuts across a number of areas in addition to instruction as follows:

- Ford Foundation expressed intent to provide a second round of financial support for program development and program staff.

- IBM provided a second executive on loan for one year, through June 1984, to support program operations.

The additional increment of support developed during SY 1983-84 roughly doubles the cumulative private support for the school system.

STAFF DEVELOPMENT

The goal of staff development is to provide direction to planned adult learning experiences through the development, coordination and implementation of training activities to improve the public school system. This has been addressed through several general strategies designed to meet the needs of parents, teachers, administrators, and community members and to provide growth in the new directions of the school system:

- The Administrators' Leadership Training Academy (ALTA): Cycle VI of ALTA was completed in May 1984. A total of 844 persons have been trained during the Academy's six cycles.
- Staff development activities of the D.C. Teacher Center, other units within the school system, local colleges, government and private agencies: during SY 1983-84 a total of 139 courses were offered through these units and institutions.
- Programs that address systemwide requirements: two mandated programs for all personnel are now in effect; training for computer literacy and substance abuse prevention education. During SY 1983-84 Staff Development trained over 700 persons in computer literacy and over 100 in substance abuse prevention.
- Activities in support of volunteers and tutors: over 800 citizens of the metropolitan area have been provided tutorial, classroom assistance, media, and health suite training and orientation to the school system.

Staff development activities were offered to personnel on the local school, regional and citywide levels. Specific activities included:

- Security/Substance Abuse
  - -- Substance Use/Abuse Prevention Education
  - -- Safety and Security Workshop
- Computer Literacy
  - -- Computer Literacy for D.C. Public Schools Personnel
  - -- Computer Literacy Volunteer Orientation
- Administrators, Teachers and Support Staff
  - -- Improving the Quality of Teaching and Learning through the Principal's Supervision of Instruction
  - -- The Principal as Leader in Improving School Climate
  - -- Improving School Climate
  - -- Classroom Management on the Secondary Level
  - -- Teacher Appraisal Process Workshop for Principals
  - -- Secondary Parent/Administrator Workshop
  - -- Conferencing Workshop
  - -- Performance Evaluation of the Teacher Salary Act Personnel Classes

- Annual Spring Conference for Staff Development
- Paraprofessionals' Conference for Staff Development
- Substance Use and Traffic Safety for Driver Education
- Clerical Services Workshop for Clerical and Administrative Aides
- Strategies for Improving the Social/Academic Development of the Pre-Adolescent Learner
- Public Education Program (PEP)
- Computer Literacy for D.C. Public Schools Personnel
- D.C. Council for Staff Development
- N.I.E. Grant for State Dissemination Capacity Building Project
- National Teachers' Conference
- Stress Management Workshop
- Test-taking Skills
- Black History Program
- Parent Workshops
- Dial-A-Teacher Program

- Volunteers
  - Regional Volunteer Coordinators Workshop
  - Enrichment Volunteer Workshop
  - Orientation for Toastmasters Volunteers
  - Volunteer Health Aide Training
  - Write-On Volunteer Workshop
  - Health Suite Volunteer Workshop

- Tutors
  - Systemwide Tutor Training
  - Classroom Assistants Workshop
  - Secondary Tutors Workshop
  - Reading Tutors Workshop
  - Mathematics Tutors Workshop
  - Amidon Tutors Training Workshop

- Other
  - School Incentive Staff Development Awards
  - Project SERVE Monitors Workshops
  - Educational Media Workshop
  - Effective Use of Community Resources
  - Public Education Program (9 topics)

ZERO BASE BUDGET/ANNUAL BUDGETS

During SY 1981-82, a plan for the adaptation of a zero-base budgeting procedure was developed and initiated. The employment of zero-base budgeting within the school system represents the first time that any organization under the District Government had employed this highly involved budgeting process. The components include broad based involvement of managers, four-levels of budget review and scrutiny, and the alignment of program resources with school system needs and priorities.

In SY 1982-83 the process was modified to focus on resource realignments and the addition of funds to support school system mandatory needs. During SY 1983-84 the zero-base budgeting process focused on a thorough examination of the base budget to redirect funds to support school system priorities. This budget refinement process will be linked closely to the school system's comprehensive planning process and will continue through SY 1987.

UDC/DCPS PARTNERSHIP

Cooperative efforts between the University of the District of Columbia (UDC) and the school system have concentrated on both teachers and students. Since 1975, UDC has worked with 11th and 12th grade students with a 2.5 grade average in the Burdick Computer Technology Program. The program has given students the skills for entry-level training as data entry clerks, computer aides and computer operations assistants. In addition, students are provided with the data processing skills which will enable them to succeed in UDC's Computer Science program.

In addition, twenty juniors and seniors from Burdick with a 2.5 grade average or some data processing exposure participated in the Business Advanced Placement Program during the spring of 1984. The program exposed the students to college level introductory courses in data processing.

Cooperative efforts for teachers have been undertaken during the summer of 1984. One program, Fundamentals of Entrepreneurship for Economic Development, introduced 25 vocational education instructors to the concepts of entrepreneurship and important principles for planning, managing and owning small businesses. Teachers were encouraged to make students aware of the career option of small business ownership and management, and to promote entrepreneurial education as a means of stimulating economic development in the District of Columbia.

The Summer Internship Program for Business Education Teachers, conducted in July 1984, provided teachers with experiences working in jobs similar to those that their students would be entering. This enabled teachers to guide students to adopt successful attitudes for the job, to transfer their acquired capabilities, to adjust to the work environment, to develop necessary skills, and to understand themselves in relation to others.

PERSONNEL

The development of the Resource Management Control Inventory System (REMCIS) has been a pivotal accomplishment for conducting the responsibilities of personnel. REMCIS was initiated in early 1983 and incorporated features of previous attempts to automate management records. The implementation of REMCIS has involved intensive study, planning and coordination by a design and development team for initial operation by early October 1984.

The project's development has also enabled the branches of the Division of Human Resource Management (DHRM) gradually to automate its routine functions. Without automation, the school system would have been relegated to obsolete operations and would have lacked the credibility associated with accurate timely management data and information needed to accomplish the mission of the school system and to foster a strong, accountable public image. REMCIS will make possible:

- Significant gains in information accountability;
- A heightened sense of interdependency among the divisional components of Management Services, and
- Improvement in public relations through increased responsiveness to employees.

The major reorganization of DHRM which began in 1981 was refined in June 1983. These final adjustments promoted greater coordinated control of routine functions in an automated mode engendered by REMCIS' development and implementation. This achievement was accomplished through the assignment of three different positions: office manager, word processing supervisor and writer/editor.

Emphasis was placed on training services to enhance employee performance and growth. This initiative was accomplished through the use of in-house staff and participation in a variety of conferences and workshops outside the organization.

Finally, the Employee Services Branch of the Division of Human Resource Management authorized 457 individuals from offices, divisions and branches to participate in training courses and seminars during SY 1983-84. The courses and seminars were in such areas as: computer auditing control, presentation and persuasion, system analysis and design, effective time management, COBOL programming, performance evaluation, writing, advanced editing, curriculum writing, management education for secretaries, special education, etc.

- COMMUNITY RELATIONS/BOARD OF EDUCATION

GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

COMMUNITY RELATIONS/BOARD OF EDUCATION

A. The Superintendent will keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools.

B. The Superintendent will support and advocate the policies of the Board of Education to the staff and the public.

C. The Superintendent will increase opportunities for community participation in the educational process.

COMMUNITY RELATIONS/BOARD OF EDUCATION

Regular and timely communications, both oral and written, have been the key factor in establishing productive and effective relationships with the Board of Education and the community.

In addition to promptly and thoroughly responding to Board of Education requests, informational memoranda are regularly issued to the Board detailing the school system's demographic data, assessment results, new program thrusts as well as updates on ongoing initiatives and improvement efforts. Policy issues needing Board of Education consideration have also been periodically identified. On major school system matters, opportunities for special briefings of the Board (e.g. release of standardized test scores, report of the task force on merit pay and other major study findings) have been requested and received.

Strong ties between the school system and the community also have resulted, in large measure, from regularly communicating with the city's various parent and citizen organizations and by actively soliciting the support and involvement of the community in school improvement efforts.

In seeking community participation in education, the school system repeatedly conveyed to the public that "while schooling is our business, education is everyone's business." Parents, the private sector, community groups, local government and neighboring colleges and universities took this phrase to heart in countless contributions of their time and resources.

In SY 1982-83, the ranks of school volunteers swelled to an all-time high of 8,680, an increase of 26 percent over the previous year. In SY 1983-84, the number of volunteers in the schools topped 12,000. Additionally, the federal government joined the school-community efforts; over 30 agencies have "adopted" D.C. Public Schools, offering tutoring services, enrichment activities and career role models to hundreds of students.

School alumni organizations, community clubs and associations, service fraternities and sororities have increasingly demonstrated their pride and interest in the city's schools each year by sponsoring a variety of fund-raising events, and student essay, oratorical, and drama competitions; and by awarding scholarships to school system graduates.

Parental involvement in the schools has increased significantly in recent years. The number of parents participating in PTAs and Home and School Associations increased almost 25 percent in SY 1983-84. In SY 1982-83, 400 parents with students in Chapter 1 schools received training and shared successful parenting strategies during the 7th Annual Parent Awareness Conference. In 1983-84, the school system launched computer training programs for parents.

Some other examples of efforts to strengthen community relations are as follows:

- School news is mailed monthly to more than 500 community groups and local organizations.
- Take-home learning materials are developed and disseminated so parents may help reinforce classroom instruction with their children.
- A school system speaker's bureau was established to provide community organizations with school system representatives at the groups' meetings.
- A quarterly publication was developed for all parents. In SY 1983-84, "Parent Advisory" was distributed to 90,000 parents at the end of each grading period.
- Parents and community representatives were asked to contribute to major school system tasks such as the Standardized Test Review Process, the Task Force on Merit Pay, and the Secondary Student Progress Plan.
- An information phone line was established to answer the inquiries and hear the concerns of community members.
- Local print and broadcast media are continually informed of and urged to publicize news about the city's schools; radio and television stations are employed frequently to broadcast public service announcements about school events.
- The Metropolitan Police Department, the city's Roving Leaders, and parents have joined together to help ensure safe and secure learning environments for students.

Cooperation with the Metropolitan Police Department Fourth District has resulted in the development and implementation of a pilot truancy prevention program which promises to serve as an effective model for citywide implementation. Meanwhile, Parent to Parent Attention on Attendance, jointly sponsored by Student Services and the Volunteer Office, has promoted increased parent and community involvement. Incentives for improved attendance are being solicited from organizations willing and eager to support this effort.

Interaction and collaboration with local, state, federal, private, and public agencies and organizations are maintained to expand opportunities for student growth and development. Liaisons have continued with organizations that provide participatory experiences for students such as Convention II, Inc., the Close Up Foundation, D.C. Congress of Parents and Teachers, the League of Women Voters, the University of the District of Columbia, the D.C.

Board of Elections and Ethics, and the National Association of Student Councils. Such agencies as the Washington Area Council on Alcoholism and Drug Abuse, the Alcohol and Drug Abuse Service Administration and Regional Addiction Prevention, Inc. have also contributed. Cooperative efforts designed to benefit students by supporting the entire family include participation with the D.C. Executive Fellowship. Among new collaborators are Ronald McDonald House and Children's Hospital. Other efforts include the following:

- The High School College Internship Program (HiScip) enabled 99 academically competent and socially mature twelfth graders to pursue courses at area colleges and universities while completing requirements for high school.
- The Federal Deposit Insurance Corporation provided opportunities for the participation of 85 students and six counselors in their Outreach Program.
- Staff members conducted seminars and workshops for counselors at George Washington University and the University of Maryland; these activities should facilitate increased opportunities for students.
- Strayer College conducted classes for Project EXPLORE, a career awareness program for 35 ninth and tenth grade students.
- Project ENRICH, a pilot college preparatory program, was implemented for ninth and tenth grade students and included sessions on PSAT preparation and college visitation.
- Support agencies in the area of guidance included Howard University's Center for Academic Reinforcement, and the joint sponsorship of the Survival Workshop for Teenagers and Parents by the Psychiatric Institute and D.C. Mental Health Association.

A current scholarship directory has been compiled and disseminated to provide incentives for students to pursue post-secondary education. Information about 11 new scholarships has been circulated. The success of this effort depends to a great extent upon the concern and generosity of individuals and organizations in the community.

BB

- SECONDARY STUDENT PROGRESS PLAN

SECONDARY STUDENT PROGRESS PLAN

Since September 1980, the school system has implemented a Student Progress Plan (SPP) for students in grades one through three, and in grades four through six since September 1981. The SPP has provided for the promotion, transitional placement and retention of elementary students. Its purpose is to assure that no student is promoted to a higher level of instruction without having demonstrated mastery at the current level of instruction. A review of the promotion rates of students since 1980, when considered in conjunction with rising test scores, reflects favorably on the success of SPP as it supports higher standards of student achievement while maintaining or increasing rates of student promotion. (See SPP Promotion and Retention Results, and Analysis of Test Results under Context for Educational Planning.)

Planning for the Secondary Student Progress Plan (SSPP) was initiated in December 1982 with the appointment of a task force which included representatives of the Washington Teachers' Union, Council of School Officers, Congress of PTA's and the D.C. Public Schools. The task force submitted recommendations in June 1983. The resolution of key issues raised by the task force and the development of an implementation plan were addressed by an SSPP implementation committee which began meeting in December 1983. In April 1984 the Secondary Student Progress Plan was completed.

The SSPP is conceptually aligned with the SPP for elementary schools. The nature of the secondary program, however, requires different organizational arrangements and course offerings which are consistent with the newly adopted high school graduation requirements and changing career opportunities for students. The SSPP addresses the major procedures, requirements and programs governing secondary student progress.

On May 16, 1984, the Board of Education approved the grading and promotion policies associated with the SSPP, and supported the phase-in plan in grade seven by SY 1984-85 with full implementation through grade twelve no later than SY 1986-87.

In the SSPP, courses required from grades seven through twelve are specified for all students, including those in career center programs. Successful completion of each course is dependent upon the teacher's determination that the student has mastered objectives required for the course. Four grading report periods per year, known as advisories, are maintained with teachers assigning the conventional A, B, C, D and F grades. The minimum passing grade of D is dependent upon the student's mastery of the specified objectives. For year long courses, a final examination is mandatory, and the exam grade constitutes 20 percent of the final grade.

Promotion from grades ten and eleven is based upon successfully completing five courses, including English, each year. Ninth grade students must pass five courses including English, D.C. History and Government, and health and physical education. Graduation from high school is dependent upon completion of graduation requirements established by the Board of Education.

The provisions for students in need of Special Education services are governed by the student's Individualized Education Program (IEP). Any student who desires to earn a diploma will participate in the SSPP and meet the requirements of regular students.

Students who are gifted or talented will be encouraged and enabled to progress through their course work at an accelerated rate using the continuous progress aspect of CBC. This will allow a student who can demonstrate mastery of a course to do so and enroll instead in a more advanced course. Students may take advanced placement courses in high school or enroll in early admission college summer programs. Independent study, subject to approval, will be acceptable for course credit, and may include summer study and travel. Procedures are to be developed for elementary schools to notify junior high schools, which in turn will notify high schools, of individual students to be considered for accelerated or gifted programs.

The plan for implementation of the SSPP includes provisions for dealing with the different student entry levels. These provisions require that all students be made aware of the course requirements during an orientation to the course, and that they be individually assessed to determine skill entry levels. Based upon students' strengths and weaknesses, strategies which are responsive to individual needs and aspirations are to be employed such as incentives, acceleration, remediation, volunteer tutors, before and after school assistance, and computers.

Underachievers and retainees require a school level support system. This system includes the establishment of a building level committee to review the program for all under-achieving and retained students and to develop strategies for meeting those students' needs. The committee is to coordinate the services of transition classes, basic skills classes and Chapter 1 classes to avoid duplication of effort for any one student. Additionally, schools are to schedule these classes at the same time to allow flexible movement of students between groups in order to facilitate individual rates of student progress. Remediation classes are limited to a 15:1 student-teacher ratio. The team approach and computer-assisted remediation facilities are also to be employed.

A procedure for early diagnosis of underachieving student needs is to be developed with intervention to take place before the end of the first advisory. Individual profiles recording objectives mastered are to be maintained for the student, and all his/her teachers will meet periodically as a team to plan the best strategies for progress. Additionally, homeroom teachers and counselors will personally review each student's schedule to ensure that the course of study will result in promotion and graduation. Tutoring is to be available during, before and after school. All teachers are to be organized by grade level as well as by departments to increase the flexibility of instruction and allow for group planning for individual students.

A review of the counselor's roles and responsibilities reveals the amount of services available to individual students. Efforts are continuing to provide a sufficient number of counselors to all schools, with their assignments appropriate to meet the needs of underachieving and retained students.

The organization of a parent support group, consisting of parents of under-achieving students, is to be encouraged. These parents may receive training in understanding child development, using appropriate instructional strategies, assisting in homework, or visiting businesses for work experiences.

Summer school, as an extension of the regular school year, will provide an opportunity for students who have not mastered the required objectives. They will receive credit for the course upon demonstrating mastery of the specified objectives. Summer school programs will cover the basic areas of reading, English, mathematics, science and social studies for junior high school students, and all the required courses for high school students. Opportunities for enrichment experiences will also be available during the summer, and students may enroll with the recommendation of their school principal.

Monitoring of student progress is essential to the successful implementation of SSPP. During the first two weeks of the school year, student schedules are to be reviewed and folders are to be prepared with samples of each student's work. A system for recording students' progress, procedures for sending work home for parental review, and a schedule for counseling sessions are developed. At the end of the first five weeks, the records of all students whose grades average D, F or I are to be reviewed, and notices of the deficiency are to be forwarded to parents. In addition, the need for additional assessment or Special Education/Pupil Personnel services are to be determined. The teacher and/or school will make the needed adjustments in the student's instructional program and conduct necessary conferences with the student and his/her parents. At the end of each advisory, the teachers of any student with a grade of D, F or I will confer to develop or update a collaborative remediation plan, obtain needed resources, discuss the remediation plan with the student, parents, counselor and other support staff, and provide varied opportunities for the student to acquire the specified skills. At the end of the school year, the teachers and school will make recommendations and execute a referral for the student to participate in the extended summer program.

Parents will be notified of a student's potential failure no later than mid-advisory. The current report card will be used with the addition of required comments and attendance recorded by each teacher, student address, grade point average for each advisory, final examination grades and parent's name. In addition, parents will be provided with course outlines in the first two weeks of school, required objectives for the course, a form noting homework assignments to be initialed by parents, a copy of school and/or class rules, grading scale and regulations concerning class attendance, and a letter for parents to sign to indicate that they have received the above information and understand their role in helping their child perform successfully.

If a student fails to master the required objectives for the course, the teacher notifies the parents of the specific objectives which the student needs and recommends attendance at summer school.

At the beginning of each course, the teacher is to provide students with a detailed description of the methods, procedures, formulas, required objectives and other criteria to be used in arriving at grades. The teacher is responsible for maintaining tangible, pertinent, detailed and dated records to substantiate the grade given. Should a student appeal a failing grade, the teacher must provide the above documentation or raise the contested grade in accordance with involved factors.

In June 1984, 600 teachers, counselors, administrators and supervisors who work with seventh grade students participated in a two-day SSPP orientation and staff development sessions. Follow-up sessions will be held in each region in August, and in the local schools in September.

The evaluation of SSPP will utilize the Planning, Monitoring and Implementation (PMI) model, and provide for both formative and summative evaluations. Data for the evaluation will be collected during the school year and will include enrollment and promotion/retention rates by school and grade, student demographic data, and feedback from administrators, teachers, parents and students. The evaluation design is to be completed when the regional and divisional action plans have been developed. Reports on the monitoring results and evaluation are to be submitted to the Superintendent.

With the class of 1984, increased graduation requirements took effect to ensure that all D.C. Public School graduates have a strong educational foundation. The SSPP is designed to provide secondary students with uniform educational expectations for successful completion of courses and to facilitate progress toward graduation.

Prepared by
Division of Program Development and Planning
July 1984

- INCENTIVE PROGRAMS FOR TEACHERS

INCENTIVE PROGRAMS FOR TEACHERS

The U.S. Congress included in the school system's FY 1984 budget an allocation for conducting a study of various alternatives for recognizing teachers. The goal of the study was to develop a "balanced and comprehensive system which will embrace the concepts of merit pay and exemplary teacher recognition...to recognize outstanding teachers through both monetary and professional incentives." The study was designed to examine existing teacher incentives in the school system and to explore promising alternatives for rewarding exemplary teachers. The study also sought to identify incentives for attracting and retaining highly qualified teachers and for encouraging teachers' professional development.

A Superintendent's Task Force on Merit Pay for Teachers was appointed in November 1983 which included teachers, administrators, parents, and community representatives. The task force met with national experts on teacher evaluation, reward, and incentive systems; reviewed the existing research on merit pay and other teacher incentive plans, and assessed the results of an independently commissioned study on the teaching policies and conditions in the D.C. Public Schools.

The study investigated teacher recruitment and retention patterns in the District of Columbia, characteristics of the teaching force, incentive awards already operating, financial incentives for attracting and retaining qualified teachers, and the feasibility of using the current teacher evaluation process for identifying outstanding teachers. The study also included a survey of all teachers and principals concerning their views of existing incentives and teaching conditions as well as their opinions of proposed incentive plans.

The study team reviewed the research on merit pay, master teacher and other incentive plans, and concluded that the success of any of these plans depends upon adequate planning, sufficient funding, and consideration of the district's specific teaching conditions and needs. The study revealed many important conditions in the D.C. Public Schools that undergird the task force recommendations:

> More than one-fourth of the school system's teaching force will retire over the next decade, and an additional 50% of the district's teachers will be nearing retirement age by 1993. Meanwhile, as many other jurisdictions, the District of Columbia is experiencing shortages of qualified teachers in certain subject areas and a projected growth in school enrollment at the early grades. Thus, the most critical area for ensuring teacher quality will be in the recruitment, selection, and induction of new teachers.

- Teachers' salaries in the District of Columbia are competitive with those of other school districts; although there is some drop off at the upper end of the scale for those with advanced degrees. Salaries are less competitive, however, with other occupations that prospective teachers might consider. The need to attract high quality applicants in large numbers may require salary increases.

- The school system currently does not have a highly-developed mechanism for providing supervision and assistance to new teachers or to other teachers having difficulty. Lack of support in the early years of teaching can contribute to high attrition rates for new teachers as well as negatively affect teaching quality.

- Experienced teachers in the District of Columbia have fewer opportunities than those in many other districts to assume differentiated roles or responsibilities for additional pay. These kinds of opportunities for professional growth and advancement are sources of important motivation of teachers.

- Teachers and principals are supportive of the school system's existing awards programs and would like to see greater opportunities for developing and implementing exemplary teaching practices. Although they do not support the idea of merit pay bonuses, they do support the idea of extra pay and enhanced responsibility for "master" teachers who would be recognized for their outstanding performance and would assume instructional leadership roles in assisting their peers.

The task force has recommended several major components of a teacher recognition and incentive plan for D.C. Public Schools:

- Creation of a cadre of "master" or "mentor" teachers who would receive a stipend, and released time to assist new teachers. The master or mentor teachers would be identified using a newly devised selection process. This recommendation would advance the goal of providing support for new teachers who would serve a year-long internship under the guidance of these expert, experienced teachers.

- Long range planning toward the goal of developing a more comprehensive career ladder for teachers over the next few years. The career ladder concept would link major salary increases to performance-based career advancement. It would restructure the induction and promotion processes for the large new wave of entrants that will begin entering the district in the next few years by establishing career stages with differential salary ranges and responsibilities for beginning teachers, career teachers, and senior or master teachers. Progression through the career ladder would be based on a new and more rigorous evaluation system buttressed by enhanced staff development opportunities.

- An expansion of the Teacher Incentive Awards program in this coming school year, so that more teachers are eligible to win awards, and winners would have opportunities to demonstrate and disseminate their practices through inservice workshops and other means. This would also serve to recognize excellent teachers while enhancing their professional development and that of others who are interested in adopting the practices.

- Development of a school incentive award program that would recognize outstanding school progress and would include grants of discretionary money to schools to spend on specific improvement efforts proposed by the staff. This approach has been used successfully in other districts to reward staff efforts while promoting cooperation and planning at the school level.

The study and recommendations also point to the need for a review of teacher certification and selection practices and to the development of steps to improve working conditions for teachers.

Prepared by
Office for the Study of Merit Pay for Teachers
July 1984

Education Plans
SY 1984-85

Earth Sci
Object

OFFICE ABBREVIATION CODES

Office of the Superintendent

Executive Office	Exec Office
Communications Branch	Communications
Labor Relations Branch	Labor Relatn
Legal Services Branch	Legal Svcs
Chapter 2 Branch	Chapter 2
Division of Quality Assurance	Qlty Asrnce

Office of the Deputy Superintendent

Executive Office	Exec Office
Chapter 1 Branch	Chapter 1
Bilingual Branch	Bilingual Ed
Student Hearings Branch	Stdnt Hrngs
Division of Safety and Security	Safety&Scrty
Division of Career Development	Career Dev
Division of Student Services	Student Svcs
Region A, B, C and D	Regions

Office of Instruction

Executive Office	Exec Office
Instructional Services Center	Inst Svc Ctr
Division of Program Development	Program Dev
Special Projects	Special Proj
Model Academic High School	Model High
Division of Educational Technology	Educ Tchnlgy

Office OF Management Services

Executive Office	Exec Office
Division of Budget	Budget
Division of Finance	Finance
Division of Logistical Support	Logistcl Spt
Division of Management Planning and Analysis	Mngmnt Plng
Division of Human Resource Management	DHRM
Division of Information Resource Management	DIRM

Office for Special Services and State Affairs

Executive Office	Exec Office
Department of Grants Administration	Grants Admin
Division of Special Education and Pupil Personnel Services	Spcl Ed&PPS
Volunteer Services Branch	Vlntr Svcs
Department of Staff Development	Staff Dev
Department of Personnel Certification and Accreditation	Pers Certif
Ombudsman	Ombudsman
Department of Adult and Community Education	Adlt&Com Ed

*** *** *** ***

• OFFICE OF THE SUPERINTENDENT

EDUCATION PLAN SY 1984-85

OFFICE: Office of the Superintendent

DATE APPROVED BY SUPERINTENDENT: July 31, 1984

ACCOUNTABLE OFFICER: Floretta Dukes McKenzie

APPROVED:

MISSION STATEMENT: The Office of the Superintendent provides energetic leadership and philosophical direction to the instructional and management operations of the school system. In doing so it seeks, with the Board of Education, to achieve the overall mission of the school system: "To promote excellence in education by providing a viable and comprehensive instructional program (pre-kindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen."

FUNCTIONS: The Executive Office provides educational leadership for all organizational elements of the school system. The Division of Quality Assurance provides research, evaluation and student assessment services. The Labor Relations Branch negotiates Board/Union agreements and administers labor relations policy. The Legal, Regulatory and Legislative Services Branch provides legal counsel and advisory services to the Board, Superintendent, central, regional and local school officers and staff. The Communications Branch serves to inform and explain the goals, policies, programs, services, needs and current issues of the school system to a range of public audiences. Chapter 2 of the Education Consolidation and Improvement Act of 1981 supports the instructional program through the development and demonstration of programs.

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (1A) LRO: Modify and strengthen the implementation of the Competency-Based Curriculum and Student Progress Plan.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A01		DIRECT THE IMPLEMENTATION OF RECOMMENDATIONS FROM THE UDC/NIE EVALUATION OF THE COMPETENCY-BASED CURRICULUM AND STUDENT PROGRESS PLAN.			
1A01	01	Monitor implementation of UDC/NIE recommendations.	Exec Office	000012	Monitoring reports
1A01	02	Prioritize assessment areas.	Qlty Asrnce	840930	Approved student assessment schedule for citywide testing
1A01	03	Conduct assessment tasks.	Qlty Asrnce	850630	Test reports on file and other item analysis data
1A02		DIRECT THE DEVELOPMENT OF A COMPREHENSIVE PROGRAM OF STUDY FOR GRADES 9-12.			
1A02	01	Provide leadership in the design and implementation of a comprehensive program of study for grades 9-12.	Exec Office	000012	Meetings, agendas, directives

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A03		**DIRECT THE DESIGN AND IMPLEMENTATION OF REVISED STANDARDS FOR GRADING AND PROMOTION ON THE SECONDARY LEVEL.**			
1A03	01	Provide leadership for the implementation of revised standards for grading and promotion on the secondary level.	Exec Office	000012	Meetings, agendas, memoranda
1A03	02	Submit status reports to the Board to the Board for information.	Exec Office	850628	Status reports
1A04		**DIRECT THE DEVELOPMENT OF AN IMPROVED INSTRUCTIONAL DELIVERY SYSTEM AT ALL INSTRUCTIONAL LEVELS.**			
1A04	01	Assess educational needs and priorities.	Exec Office	000012	Assessment report
1A04	02	Direct the development of an improved instructional delivery system in grades K-12.	Exec Office	000012	Directives, memoranda, meetings
1A05		**DIRECT THE EXPANSION OF STAFF DEVELOPMENT OPPORTUNITIES IN EFFECTIVE COMPETENCY-BASED CURRICULUM STRATEGIES FOR TEACHERS AND ADMINISTRATORS.**			
1A05	01	Direct the expansion of staff development opportunities in effective CBC strategies for teachers and administrators.	Exec Office	000012	Directives, memoranda, status reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = $\underset{\text{year}}{\underline{85}}\ \underset{\text{month}}{\underline{01}}\ \underset{\text{day}}{\underline{30}}$

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A06		**DIRECT THE IMPLEMENTATION AND EVALUATION OF THE COMPETENCY-BASED CURRICULUM AND STUDENT PROGRESS PLAN.**			
1A06	01	Provide leadership in the implementation of the Student Progress Plan in the 7th grade.	Exec Office	000012	Documentation of assistance rendered
1A06	02	Review feedback and monitoring results and direct appropriate revisions to SSPP.	Exec Office	000012	Feedback results, directives issued

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (1B) LRO: Increase student performance in reading, language arts, mathematics, science, social studies, and the arts.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B01		**DIRECT THE EFFECTIVE UTILIZATION OF RESOURCES TO IMPROVE ACADEMIC ACHIEVEMENT OF STUDENTS.**			
1B01	01	Monitor the utilization of personnel and non-personnel resources for increased efficiency and effectiveness in the improvement of academic achievement.	Exec Office	000012	Monitoring reports
1B03		**PROVIDE LEADERSHIP IN THE DEVELOPMENT AND IMPLEMENTATION OF HIGH QUALITY EDUCATIONAL PROGRAMS AND SERVICES.**			
1B03	01	Direct the implementation of exemplary programs which will improve academic achievement.	Exec Office	840830	Directives
1B03	02	Monitor program implementation.	Exec Office	000012	Monitoring reports
1B04		**PROMOTE THE UTILIZATION OF RESEARCH FINDINGS AND DATA IN MEETING THE NEEDS OF STUDENTS.**			
1B04	01	Provide leadership to increase the use of research data by teachers and administrators to meet identified student needs.	Exec Office	000012	Directives

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 year 01 month 30 day**

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (1E) LRO: Implement adjustments in system's grade organization to improve instructional delivery and accountability.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1E01		**DIRECT A STUDY OF THE CURRENT GRADE ORANIZATIONAL STRUCTURE.**			
1E01	01	Review study report and recommendations related to grade organizational structure.	Exec Office	840730	Written analysis
1E02		**INITIATE NECESSARY ADJUSTMENTS IN THE GRADE ORGANIZATIONAL STRUCTURE.**			
1E02	01	Analyze alternatives and take appropriate action.	Exec Office	840831	Memoranda; directives and status reports
1E02	02	Direct implementation of approved recommendation, if appropriate.	Exec Office	850630	Status reports
1E03		**DIRECT AN EVALUATION OF THE IMPACT OF GRADE ORGANIZATIONAL CHANGES.**			
1E03	01	Review evaluation design and monitoring plan.	Exec Office	840015	Evaluation design and monitoring plan
1E03	02	Monitor and evaluate the grade organizanizational structure.	Exec Office	000012	Monitorin reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (1F) LRO: Provide leadership and support for public/private partnerships to improve educational and career options for secondary school students.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1F01		**ESTABLISH AND MAINTAIN WORKING RELATIONSHIPS WITH THE PRIVATE SECTOR.**			
1F01	01	Explore the feasibility of establishing new public/private partnership agreements.	Exec Office	000012	Feasibility studies
1F01	02	Provide leadership in the implementation of approved public/private partnership agreements.	Exec Office	000012	Monitoring reports, meetings, directives
1F01	03	Provide effective responses to inquiries from representatives of private organizations regarding laws, regulations, and Board Rules which impact on PPP's.	Legal Svcs	000012	Written communications and telephone calls
1F01	04	Inform the Superintendent and other staff officers concerned with legally-oriented inquiries regarding PPP's and any results of such contacts.	Legal Svcs	000012	Oral and written reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1F02		**PROMOTE CONTINUED SUPPORT FROM THE PRIVATE SECTOR FOR ESTABLISHED PUBLIC/PRIVATE PARTNERSHIPS.**			
1F02	01	Seek continued support from the private sector for established public/private partnerships.	Exec Office	000012	Continued support for established public/private partnerships
1F02	02	Edit, design, print and distribute brochures on public/private partnerships.	Communicatns	840930	Brochures
1F03		**DIRECT THE REFINEMENT OF PUBLIC/PRIVATE PARTNERSHIPS BASED UPON EVALUATION RESULTS.**			
1F03	01	Provide leadership and direction in the refinement of public/private partnerships based upon evaluation results.	Exec Office	000012	Evaluation report(s) with recommendations; program refinements

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (2C) LRO: Administer current labor-management agreements and direct the negotiation of their renewal.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2C01		MAINTAIN GOOD LABOR-MANAGEMENT RELATIONS.			
2C01	01	Process grievances in a timely manner.	Labor Relatn	000012	Compliance with contractual time limit
2C01	02	Advise Superintendent and school officers on the interpretation and application of provisions of Agreement as necessary or requested.	Labor Relatn	000012	Written and oral advisements briefing session agenda(s)
2C01	03	Conduct workshops on contract administration as needed.	Labor Relatn	000012	Agendas of meetings and evaluation summaries
2C01	04	Prepare for and present arbitration cases as filed.	Labor Relatn	000012	Arbitration briefs and decisions
2C01	05	Prepare for/respond to proceedings before PERB as filed.	Labor Relatn	000012	Briefs and decisions
2C01	06	Prepare for/respond to appeals to the D. C. Office of Employee Appeals as filed.	Labor Relatn	000012	Briefs and decisions

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2C02		**DEVELOP/MAINTAIN COMPENSATION DATA BASE.**			
2C02	01	Utilize data file as necessary.	Labor Relatn	000012	Information and recommendations to Superintendent and Board; compensation survey and negotiating proposals
2C04		**SEEK THE INVOLVEMENT AND SUPPORT OF THE COMMUNITY IN CONTRACT NEGOTIATIONS.**			
2C04	01	Prepare current Agreements for public notice and distribution not less than 6 months before expiration of contracts (614.1).	Labor Relatn	840915	Transmittal memoranda
2C04	02	Prepare for and attend public hearings not less than 120 days before expiration of contracts (614.2).	Labor Relatn	841115	Notice of hearing
2C04	03	Prepare Board and Union negotiating proposals for publication and distribution to the public for public response (614.7).	Labor Relatn	841130	Transmittal memoranda
2C04	04	Provide follow-up to public hearing and responses as necessary.	Labor Relatn	841215	Follow-up correspondence
2C04	05	Distribute tentative Agreement to the public (614.13).	Labor Relatn	850415	Transmittal memoranda

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2C04	06	Attend public hearings 15 days after tentative Agreement is made public (614.13).	Labor Relatn	850430	Notice of hearing
2C04	07	Distribute ratified Agreements to the public (614.16).	Labor Relatn	850515	Transmittal memoranda
2C05		**PREPARE FOR/COMPLETE CONTRACT NEGOTIATIONS.**			
2C05	01	Establish compensation study committee (1-618.17).	Labor Relatn	841015	Approved committee
2C05	02	Oversee development of compensation survey and publication no later than 90 days before expiration (1-618.17(e)(1)).	Labor Relatn	841215	Correspondence, agendas and published survey
2C05	03	Exchange negotiating proposals with the Union 30 days before negotiations begin (614.6).	Labor Relatn	841115	Union negotiating proposals
2C05	04	Develop ground rules and begin negotiations 90 days before expiration of Agreements (1-618.17(f)(1)).	Labor Relatn	841215	Correspondence, ground rules, counter proposals
2C05	05	Conduct negotiations, including possible impasse procedures until tentative agreement is reached.	Labor Relatn	850315	Counter proposals, transmittals, briefing session agendas

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2C05	06	Recommend tentative agreement to Board when ratified by the Union (614.12).	Labor Relatn	850331	Ratification from Union,, transmittals, memoranda
2C05	07	Oversee printing of Agreements and distribution to supervisors.	Labor Relatn	850430	Printed Agreement
2C05	08	Conduct workshops for appropriate supervisors on new contracts.	Labor Relatn	850531	Correspondence, agendas, workshop objectives and evaluation summaries

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

SGO REF NO (2G) LRO: Implement modifications, realignments and/or reorganization of the central administration.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2G02		**INITIATE NECESSARY MODIFICATIONS RE-ALIGNMENTS AND/OR REORGANIZATION OF CENTRAL ADMINISTRATION.**			
2G02	01	Assess the central office organization for strengths and weaknesses in the delivery of services.	Exec Office	000012	Status reports, meeting agendas
2G02	02	Based on recommendations and comprehensive reviews, implement changes as needed.	Exec Office	000012	Directives, organizational charts
2G02	03	Continually assess the organizational structure to ensure that the services provided are the services needed.	Exec Office	000012	Status reports, meeting agendas
2G02	04	Monitor the implementation of organizational changes.	Exec Office	000012	Status reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

SGO REF NO (3A) LRO: Prepare and implement a comprehensive multi-year plan for SY 1983-87 from which an Annual Education Plan
LRO Status (P) (1) can be extracted.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A02		**UPDATE MULTI-YEAR PLAN WITH AN ANNUAL EDUCATION PLAN.**			
3A02	01	Examine philosophy, mission and goals for SY 1985-86.	Exec Office	850330	Reaffirmed philosophy, mission and goals
3A02	02	Approve and disseminate SY 1985-86 Annual Plan materials to major offices.	Exec Office	850430	Transmittal memoranda and approved planning package
3A02	03	Receive major office plans and forward to Division of Program Development for inclusion in the Annual Plan.	Exec Office	850530	Transmittal memoranda to Division of Program Development
3A02	04	Review and approve Annual Plan for SY 1985-86 for implementation and dissemination.	Exec Office	850630	Approved Annual Plan
3A02	05	Review monitoring reports and initiate corrective action as needed.	Exec Office	000012	Written and oral communications with Office heads
3A03		**DEVELOP STUDENT MEMBERSHIP PROJECTIONS.**			
3A03	01	Develop student membership projections for allocations of personnel and material resources for Fall 1985.	Qlty Asrnce	850531	Approved membership projections

LRC Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A04		**PREPARE AND DISSEMINATE STATISTICAL AND EVALUATION REPORTS ON STUDENTS, PROGRAMS AND SERVICES.**			
3A04	01	Review and approve statistical and evaluation reports.	Exec Office	000012	Approved reports
3A04	02	Submit reports to the Board for information.	Exec Office	000012	Transmittal memoranda
3A05		**PROVIDE INFORMATION ON SOCIETAL DIRECTIONS WHICH IMPACT ON STUDENT CURRICULAR PROGRAMS.**			
3A05	01	Review information on employment trends and other societal directions for implications on career offerings and public/private partnerships.	Exec Office	000012	Identified trends and employment opportunities
3A06		**PROVIDE SUPPORTIVE DATA FOR BUDGET JUSTIFICATION.**			
3A06	01	Collect budget data from other school districts similar to the District of Columbia Public Schools.	Qlty Asrnce	000012	Survey reports of other school districts

---

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (3B) LRO: Design and establish public/private partnerships.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3B01		**NEGOTIATE PUBLIC/PRIVATE AGREEMENTS IN PRIORITY AREAS.**			
3B01	01	Negotiate public/private agreements in priority areas.	Exec Office	000012	Negotiated public/private agreements
3B01	02	Review/revise proposed agreements agreements for legal sufficiency and inform responsible staff officers if necessary.	Legal Svcs	000012	Approved agreements

202

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

SGO REF NO (3C) LRO: Develop an annual budget plan for the Office; provide leadership and mobilize support for school system
LRO Status (P) (1) budget.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C01		DIRECT THE PREPARATION OF AN ANNUAL BUDGET PLAN BASED UPON BOARD APPROVED BUDGET PREPARATION MODEL.			
3C01	01	Identify new/continuing operations/ services of Office for FY 1985-86.	Exec Office	850530	Identified new/continuing operations
3C01	02	Project personnel and other resource needs for FY 1986-87.	Exec Office	850530	Identified resource needs
3C01	03	Determine annual budget requirements for Office.	Exec Office	850530	Identified requirements
3C01	04	Finalize annual budget requirements.	Exec Office	850530	Finalized recommended Office budget
3C01	05	Determine systemwide budget priorities and new or continuing operations and services for FY 1986-87.	Exec Office	850530	Identified budget priorities and list of new/continuing operations and services
3C01	06	Project resource needs (personnel and other) to implement priority operations and services in FY 1985-86.	Exec Office	850530	Identified resource needs

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C01	07	Determine annual system budget requirements for FY 1985-86 in cooperation with the Division of Budget.	Exec Office	850530	Identified systemwide requirements
3C01	06	Submit final annual budget to Board of Education.	Exec Office	850530	Transmittal memoranda and final budget
3C02		**SUBMIT ANNUAL BUDGET PLAN TO BOARD OF EDUCATION, CITY COUNCIL AND APPROPRIATE CONGRESSIONAL COMMITTEES.**			
3C02	01	Submit annual budget plan to various budget review authorities.	Exec Office	850630	Transmittal memoranda
3C03		**REPRESENT SCHOOL SYSTEM IN BUDGET HEARINGS.**			
3C03	01	Prepare testimony for budget hearings conducted by the City Council and Congress.	Exec Office Communicatns	000012	Schedule of hearings, record of testimony presented Legal Svcs
3C03	02	Develop testimony for the President of the Board of Education, as requested, for use during budget hearings.	Exec Office Legal Svcs	000012	Transmittal memoranda and copy of testimony

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C04		**DIRECT THE DEVELOPMENT OF RESPONSES TO QUESTIONS RAISED BY THE BOARD OF EDUCATION, CITY COUNCIL AND CONGRESSIONAL COMMITTEES.**			
3C04	01	Direct the preparation of the budget data book for use in responding to questions raised during budget hearings before the City Council and Congress.	Exec Office Legal Svcs	000012	Budget data book used during budget hearings
3C04	02	Monitor and recommend revisions, when necessary, in submissions by the school system to the City Council and Congressional Committees.	Exec Office Communicatns Legal Svcs	000012	Transmittal memoranda/correspondence
3C05		**PREPARE AND DISSEMINATE BUDGET INFORMATION TO VARIOUS PUBLICS.**			
3C05	01	Prepare a "lay language" information brochure on the budget and budget process.	Communicatns	850530	Approved brochure
3C05	02	Distribute brochure to parents, PTA's, and community groups.	Communicatns	850530	Dissemination list; meeting agendas
3C05	03	Serve as contact point for responding to the public and media inquiries on the budget.	Communicatns	000012	Written communications and telephone calls

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

SGO REF NO (4A) LRO: Provide systematic research services in the priority areas as determined by the Superintendent and as
LRO Status (P) (1) evidenced by reports/documents submitted to the Superintendent of Schools.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4A01		**COLLECT AND COMPILE HISTORICAL, COMPARATIVE AND PROJECTIVE DATA.**			
4A01	01	Prepare annual Data Resource Book.	Qlty Asrnce	850228	1984-85 Data Resource Book
4A01	02	Prepare monthly student membership	Qlty Asrnce	000012	Monthly student membership reports/summaries
4A01	03	Compile student attendance data.	Qlty Asrnce	000012	Weekly reports from schools summarized annually
4A01	04	Interface with Division of Information resource management (DIRM) in the development and implementation of graduate follow-up survey.	Qlty Asrnce	850630	Follow-up Survey Report
4A01	05	Conduct student dropout survey.	Qlty Asrnce	850331	Dropout report
4A02		**DESIGN AND CONDUCT RESEARCH STUDIES ON THE SCHOOL SYSTEM'S PROGRAMS AND OPERATIONS.**			
4A02	01	Determine research topics of primary concern to the school system.	Qlty Asrnce	000012	List of research topics
4A02	02	Develop research design and data gathering methodology.	Qlty Asrnce	000012	Approved research design(s) and methodology

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4A02	03	Meet with appropriate school officers to establish procedures for obtaining research information.	Qlty Asrnce	000012	Schedule of meetings, approved procedures
4A02	04	Develop or locate appropriate data gathering instruments.	Qlty Asrnce	000012	Instruments on hand
4A02	05	Implement the research studies through appropriate channels.	Qlty Asrnce	000012	Transmittal memoranda, completed surveys
4A02	06	Write new or use existing computer programs.	Qlty Asrnce	000012	Operational computer programs
4A02	07	Process data and prepare narrative.	Qlty Asrnce	000012	Draft report
4A02	08	Type final reports and disseminate as needed.	Qlty Asrnce	000012	Reports on file
4A03		**COORDINATE OUTSIDE RESEARCH ACTIVITIES.**			
4A03	01	Receive and screen research proposals for completeness.	Qlty Asrnce	000012	Proposals submitted and screened
4A03	02	Review surveys, instruments, questionnaires, etc. for assurance there is no duplication or inappropriate questions asked.	Qlty Asrnce	000012	Written reviews and comments of staff, correspondence
4A03	03	Approve/disapprove requests to do research.	Qlty Asrnce	000012	Correspondence and, if approved, clearance with regions and schools

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4A04		**PROVIDE TECHNICAL ASSISTANCE IN THE AREA OF RESEARCH.**			
4A04	01	Review requests for technical assistance.	Qlty Asrnce	000012	Written requests for assistance
4A04	02	Determine need for assistance with respect to research design and use of software packages.	Qlty Asrnce	000012	Identified need
4A04	03	Respond to client requests for assistance.	Qlty Asrnce	000012	Written correspondence and/or record of meeting
4A04	04	Recommend appropriate research designs and software programs as needed.	Qlty Asrnce	000012	Record of assistance rendered
4A05		**LOCATE AND RETRIEVE RESEARCH INFORMATION.**			
4A05	01	Provide research information services.	Qlty Asrnce	000012	Request forms and other documentation of services rendered
4A05	02	Review requests for information to determine purpose, data required and availability of data.	Qlty Asrnce	000012	Written requests
4A05	03	Maintain/expand in-house library and information resource collection.	Qlty Asrnce	000012	Current collection of shelved and filed materials

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4A05	04	Maintain human resource file for securing data not readily available in-house.	Qlty Asrnce	000012	Human resource file
4A05	05	Collect/compile requested data using in-house and outside information resources.	Qlty Asrnce	000012	Written record of data collected
4A05	06	Analyze data, prepare charts and narrative reports, when required and/ or appropriate.	Qlty Asrnce	000012	Reports, charts, tables, budget hearing documents, etc.
4A05	07	Forward/disseminate information and/ or documents to other appropriate school offices.	Qlty Asrnce	000012	Transmittal memoranda
4A05	08	Provide orientation to school system personnel and others in the use of research information and ERIC.	Qlty Asrnce	000012	Schedule of orientation meetings/ sessions
4A07		**IDENTIFY ISSUES AND CONDUCT RESEARCH STUDIES WHICH RELATE TO THE ASSESSMENT OF STUDENTS AND THE ACHIEVEMENT PERFORMANCE OF SCHOOLS.**			
4A07	01	Determine research topics of primary concern to the school system related to student assessment and achievement.	Qlty Asrnce	000012	List of research topics

---

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4A07	02	Develop research design and data gathering methodology.	Qlty Asrnce	000012	Approved research design
4A07	03	Meet with appropriate school officers to establish procedures for obtaining research information.	Qlty Asrnce	000012	Established procedures
4A07	04	Develop or locate appropriate data gathering instruments.	Qlty Asrnce	000012	Approved instruments
4A07	05	Implement the research studies through appropriate channels.	Qlty Asrnce	000012	Collected data
4A07	06	Write new or existing computer programs.	Qlty Asrnce	000012	Identified computer programs
4A07	07	Process data and prepare narrative.	Qlty Asrnce	000012	Computer printouts; interpretations of results
4A07	08	Type final reports and disseminate as needed.	Qlty Asrnce	000012	Reports on file; dissemination list and transmittal memoranda

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

SGC REF NO (4B) LRO: To provide systematic evaluation services in the priority areas as determined by the Superintendent and
LRO Status (I) (1) as evidenced by reports and/or documents submitted to the Superintendent of Schools.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4B01		**MAINTAIN THE EVALUATION SYSTEM FOR THE EVALUATION OF PRIORITY OBJECTIVES AND STUDENT ACHIEVEMENT.**			
4B01	01	Submit request for services and specifications to the Division of Information Resource Management (DIRM).	Qlty Asrnce	840903	Written requests
4B01	02	Prepare data collection forms for each elementary school.	Qlty Asrnce	850104	Disseminated school packages
4B01	03	Collect, edit and scan data forms.	Qlty Asrnce	850705	Computer files
4B01	04	Submit specifications to DIRM for processing data and generating printouts.	Qlty Asrnce	000012	Specifications to DIRM
4B01	05	Analyze data and prepare reports.	Qlty Asrnce	000012	Reports to Superintendent
4B02		**DESIGN AND CONDUCT EVAUATION STUDIES IN REGULAR AND SPECIALLY FUNDED PROGRAMS.**			
4B02	01	Develop evaluation designs for designated programs.	Qlty Asrnce	000012	Finalized designs
4B02	02	Conduct evaluation of designated programs.	Qlty Asrnce	000012	Final evaluation reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4B03		**PROVIDE TECHNICAL ASSISTANCE IN THE AREAS OF EVALUATION DESIGN, THEORY AND IMPLEMENTATION.**			
4B03	01	Provide technical assistance to regular programs, ECIA Chapters 1 and 2 and other specially funded programs in the design and implementation of studies.	Qlty Asrnce	000012	Record of assistance rendered
4B03	02	Provide orientation in evaluation theory and feedback as required.	Qlty Asrnce	000012	Schedule of sessions held
4B04		**COORDINATE OUTSIDE EVALUATION STUDIES.**			
4B04	01	Receive and screen evaluation proposals for completeness.	Qlty Asrnce	000012	Submitted and screened proposals
4B04	02	Review surveys, instruments, questionnaires for appropriateness.	Qlty Asrnce	000012	Correspondence and, if approved, regional and school clearance, if
4B04	03	Approve/disapprove requests for permission to conduct evaluation studies.	Qlty Asrnce	000012	Written approval/disapproval prior to involvement of subjects
4B06		**MONITOR THE EVALUATION OF THE WRITING-TO-READ PROGRAM BEING PILOTED BY JHM CORPORATION.**			
4B06	01	Monitor ongoing programs and operations and direct revisions as needed.	Exec Office	000012	Monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4B07		**DEVELOP PROCEDURES AND IDENTIFY RESOURCES NEEDED TO IMPLEMENT THE EVALUATION OF THE PUBLIC/PRIVATE PARTNERSHIPS.**			
4B07	01	Develop procedures for evaluating the public/private partnership activities in 1984-85 by consultant(s).	Qlty Asrnce	841130	Approved evaluation design
4B07	02	Monitor performance of public/private partnership contractors.	Qlty Asrnce	000012	Monthly progress reports submitted by contractors
4B07	03	Prepare and distribute final reports.	Qlty Asrnce	850630	Final report and report distribution list
4B08		**DESIGN AND CONDUCT THE EVALUATION OF ECIA CHAPTERS 1 AND 2.**			
4B08	01	Prepare evaluation designs for 1984-85 ECIA Chapters 1 and 2 programs.	Qlty Asrnce	841130	Approved evaluation design
4B08	02	Collect evaluation data on the 1984-85 ECIA Chapters 1 and 2 programs.	Qlty Asrnce	850630	Collected data on file
4B08	03	Complete the analysis of data for the evaluation of the 1983-84 ECIA Chapters 1 and 2 programs.	Qlty Asrnce	850130	Report to the Superintendent

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (4C) LRO: To develop and implement a citywide student assessment program based on the instructional objectives of the
LRO Status (I) (1) school system.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4C01		**IMPLEMENT THE EXPANDED AND UPDATED COMPONENTS OF THE CITYWIDE ASSESSMENT PROGRAM.**			
4C01	01	Identify appropriate instruments for new aspects of student assesssment program.	Qlty Asrnce	000012	Identified assessment instruments
4C01	02	Develop test administration plans.	Qlty Asrnce	000012	Approved plan
4C01	03	Determine test inventory needs.	Qlty Asrnce	000012	Identified inventory needs
4C01	04	Meet with appropriate vendors for inventory purposes.	Qlty Asrnce	000012	Schedule of meetings
4C01	05	Meet with test chairpersons to review test administration procedures.	Qlty Asrnce	000012	Revised/approved test procedures
4C01	06	Distribute materials to schools using existing enrollment figures and inventory control procedures.	Qlty Asrnce	000012	Distribution list
4C01	07	Collect test materials from schools.	Qlty Asrnce	000012	Record of test materials received
4C01	08	Prepare for in-house scoring services or services from vendors.	Qlty Asrnce	000012	Materials screened and ready for shipment

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4C02		**CONTINUE EFFORTS TO DEVELOP/SELECT ASSESSMENT INSTRUMENTS IN SPECIFIC CURRICULAR AND PROGRAM AREAS.**			
4C02	01	Identify test selection committee members from appropriate school system personnel.	Qlty Asrnce	000012	Committee members notified
4C02	02	Establish test selection criteria.	Qlty Asrnce	000012	Approved criteria
4C02	03	Guide the test review process.	Qlty Asrnce	001234	Assistance rendered
4C02	04	Make recommendations.	Qlty Asrnce	001234	Test committee recommendations
4C03		**COORDINATE THE SPECIAL ASSESSMENT PROGRAM.**			
4C03	01	Identify appropriate instruments from special requests.	Qlty Asrnce	000012	Identified assessment instruments
4C03	02	Develop test administration plans.	Qlty Asrnce	000012	Approved plans
4C03	03	Determine test inventory needs.	Qlty Asrnce	000012	Identified inventory needs
4C03	04	Meet with appropriate vendors for inventory purposes.	Qlty Asrnce	000012	Schedule of meetings

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4C03	05	Meet with test chairpersons and program directors to review test administration procedures.	Qlty Asrnce	000012	Revised/approved test procedures
4C03	06	Distribute materials to schools using programmatic enrollment figures and inventory control procedures.	Qlty Asrnce	000012	Distribution list
4C03	07	Collect test materials from schools.	Qlty Asrnce	000012	Record of test materials received
4C03	08	Prepare for in-house scoring services or special scoring from vendors.	Qlty Asrnce	000012	Materials screened and ready for shipment
4C04		**INTERPRET TEST RESULTS AND PROVIDE APPROPRIATE ASSESSMENT REPORTS.**			
4C04	01	Obtain summary reports for students from commercial test publishers or from computer reports generated in-house.	Qlty Asrnce	000012	Summary reports on file
4C04	02	Analyze data and determine appropriate format for presentation of analyses to administrators and the community.	Qlty Asrnce	000012	Decisions on format and preliminary analyses
4C04	03	Prepare narrative report(s).	Qlty Asrnce	000012	Final test report

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4C04	04	Type, print and disseminate reports to administrators, Board and community.	Qlty Asrnce	000012	Press releases and final report
4C05		**DEVELOP IN-HOUSE SCORING PROCEDURES FOR TESTS ADMINISTERED IN THE SCHOOLS.**			
4C05	01	Clean-up answer documents and teacher header sheets by class within each school.	Qlty Asrnce	000012	Submission of revised documents
4C05	02	Prepare answer documents for scanning: cut answer booklets and align teacher header sheets.	Qlty Asrnce	000012	Documents ready for scanning
4C05	03	Scan answer documents.	Qlty Asrnce	000012	Data file
4C05	04	Conduct on-line editing of answer documents.	Qlty Asrnce	000012	Record of approved on-line editing
4C05	05	Score answer documents.	Qlty Asrnce	000012	Scoring results
4C05	06	Print test score reports; individual students, class, school, region and district.	Qlty Asrnce	000012	Final computer results
4C05	07	Conduct decollation of reports.	Qlty Asrnce	000012	Decollated reports
4C05	08	Sort reports for shipment to schools and regions.	Qlty Asrnce	000012	Reports ready for shipment

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4C05	09	Establish and implement feedback procedure for errors and/or omissions.	Qlty Asrnce	000012	Approved feedback procedure
4C06		**PROVIDE TECHNICAL ASSISTANCE AND SCORE REPORTS FROM REQUESTS.**			
4C06	01	Review requests for technical assistance on testing issues and test information.	Qlty Asrnce	000012	Written requests for assistance
4C06	02	Determine need for assistance with respect to test score information and measurement and testing issues.	Qlty Asrnce	000012	Identified needs
4C06	03	Repond to client requests for assistance.	Qlty Asrnce	000012	Written correspondence and/or records of meetings
4C06	04	Prepare appropriate test score report and recommend test procedures as needed.	Qlty Asrnce	000012	Record of assistance rendered

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

SGO REF NO (4D) LRO: Provide leadership and guidance in the adoption and use of educational technology for classroom instruction,
LRO Status (I) (1) classroom management, and administration.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
4D01		PROVIDE RESEARCH REPORTS ON APPLICATIONS OF EDUCATIONAL TECHNOLOGY IN IMPROVING STUDENT ACHIEVEMENT, CLASSROOM INSTRUCTION AND MANAGEMENT.			
4D01	01	Develop an evaluation design to evaluate priority areas funded by Chapter 2.	Qlty Asrnce	840701	Approved evaluation design
4D01	02	Collect evaluation data.	Qlty Asrnce	850630	Collected data on file

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (5A) LRO: Ensure the effective and timely delivery of services to students under state level grant programs.

LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5A01		**ENSURE COMPLIANCE WITH FEDERAL BLOCK GRANT REGULATIONS AND REQUIREMENTS.**			
5A01	01	Monitor ongoing programs and operations to ensure compliance with federal and block grant regulations and requirements.	Exec Office	000012	Monitoring reports
5A02		**ENSURE THE EQUITABLE DISTRIBUTION AND DELIVERY OF SPECIALIZED AND SUPPORTIVE SERVICES TO STUDENTS.**			
5A02	01	Direct the equitable distribution and delivery of specialized and support services to students.	Exec Office	850630	Monitoring reports
5A03		**CONDUCT STUDENT-PARENT SURVEYS TO DETERMINE ELIGIBILITY FOR IMPACT AID FUNDS.**			
5A03	01	Complete revised FY 84 final application form and submit to Superintendent for review and approval.	Qlty Asrnce	840930	Signed application form, transmittal correspondence

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5A03	02	Mail FY 1985 Impact Aid Survey material to all DCPS schools and selected private schools with DCPS students.	Qlty Asrnce	841012	Transmittal correspondence, mailing list
5A03	03	Receive/log-in completed survey forms and materials.	Qlty Asrnce	841102	Completed survey forms, record of receipts
5A03	04	Screen/analyze each form to determine completeness and eligibility for payment.	Qlty Asrnce	850124	Completed forms screened by eligibility criteria
5A03	05	Monitor/review screening process.	Qlty Asrnce	850124	Monitoring reports
5A03	06	Complete FY 85 Application for School Assistance in Federally Affected Areas (P. L. 81-874) and submit to Superintendent for review and approval.	Qlty Asrnce	850131	Signed application form, transmittal correspondence
5A03	07	Revise Impact Aid Survey Form, instructions and additional materials for FY 1986.	Qlty Asrnce	850301	Revised forms, instructions and materials

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (5B) LRO: Explore the feasibility of establishing new public/private partnerships.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5B01		**RESEARCH EMPLOYMENT TRENDS AND IDENTIFY AREAS OF EMPLOYMENT OPPORTUNITIES.**			
5B01	01	Identify employment trends and areas of employment opportunities.	Exec Office	000012	Identified employment trends and opportunities
5B01	02	Review proposals for potential partnership.	Exec Office	00012	Approved programs
5B02		**IDENTIFY ADDITIONAL CAREER OPTIONS FOR SECONDARY SCHOOL STUDENTS.**			
5B02	01	Provide leadership in expansion of career oriented opportunities for secondary school students.	Exec Office	00012	Reports with recommendations
5B03		**SEEK POTENTIAL PRIVATE SUPPORT FOR IDENTIFIED ADDITIONAL CAREER OPTIONS.**			
5B03	01	Provide leadership in exploring/seeking potential private support for identified additional career options.	Exec Office	000012	Private sector contacts
5B04		**EXPAND AND FURTHER DEVELOP EXISTING AREAS OF COOPERATION/PARTNERSHIPS.**			
5B04	01	Provide leadership in the expansion of existing areas of cooperation/partnerships.	Exec Office	000012	Existing programs(s) expanded and/or further developed as needed

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

Education Plan 84-85 - Office of the Superintendent

SBO REF NO (5E) LRO: Further develop the partnerships between the University of the District of Columbia and the public school system.
LRO Status (I) (I)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5E01		IDENTIFY/NEGOTIATE NEW AREAS FOR COOPERATION.			
5E01	01	Explore new/expanded areas for partnership between the University of the District of Columbia and the public school system.	Exec Office	000012	Approved areas of cooperation
5E01	02	Review/revise negotiated services contract.	Legal Svcs	000012	Approved contractual agreements

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Date:	Ongoing = 000012	Quarterly = 001234	Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (5F) LRO: Improve the effective functioning of the executive office through improved supervision, procedures and
LRO Status (I) (1) increased opportunities for staff development.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F01		**REVIEW STATUS OF ASSIGNMENTS/QUALITY OF REPORTS, MEMORANDA, CORRESPONDENCE, ETC.**			
5F01	01	Monitor status of assignments/quality of reports, memoranda, correspondence, etc.	Exec Office	000012	Monitoring reports and recommendations
5F01	02	Utilize monitoring data to improve quality of work.	Exec Office	000012	Improved quality of work
5F02		**EXAMINE/MODIFY INTERNAL OFFICE PROCEDURES AS NEEDED.**			
5F02	01	Modify the Superintendent's Directive Issuance System as required.	Communicatns	000012	Modified SDIS
5F03		**PROVIDE IN-SERVICE/PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR OFFICERS AND CLERICAL STAFF.**			
5F03	01	Provide training workshops to requesting schools/offices on "building public confidence in our schools."	Communicatns	000012	Workshop agendas

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of the Superintendent

SGC REF NO (5F) LRO: Develop and implement a balanced and comprehensive system to recognize and award exemplary performance
LRO Status (P) (2) through monetary and professional incentives.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F01		**ESTABLISH AND IMPLEMENT A SCHOOL IMPROVEMENT INCENTIVE AWARD PROGRAM TO RECOGNIZE AND ENCOURAGE SCHOOL IMPROVEMENT BY SCHOOL STAFF DURING SY 1984-85.**			
5F01	01	Develop and disseminate a school improvement award package which includes project goals, objectives, guidelines, proposal form, selection process, etc.	Exec Office	840730	School improvement awards package
5F01	02	Select, announce and disseminate information on award winning projects.	Exec Office	841230	Brochure of school improvement projects
5F01	03	Monitor and evaluate program.	Exec Office	850630	Monitoring and evaluation reports
5F02		**EXPAND AND IMPLEMENT THE SUPERINTENDENT'S INCENTIVE AWARDS PROGRAM TO PROVIDE RECOGNITION FOR OUTSTANDING TEACHERS DURING SY 1984-85.**			
5F02	01	Revise incentive awards program to include sabbaticals, conference attendance, tuition grants, etc.	Exec Office	850130	Revisions in original program design
5F02	02	Develop processes and procedures for replication, adaptation and dissemination of award winning practices.	Exec Office	850130	Workshops and classroom assistance schedule; brochure of promising practices

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F02	03	Monitor and evaluate program.	Exec Office	850630	Monitoring and evaluation reports
5F03		**DEVELOP A PLAN FOR SELECTING AND INDUCTING NEW TEACHERS IN SY 1985-86.**			
5F03	01	Conduct research on teaching force trends, patterns of recruitment and retention and performance-based evaluation.	Exec Office	850130	Study reports
5F03	02	Design an internship program plan which includes in-service training, technical assistance, performance-based evaluation and professional development.	Exec Office	850330	Internship program plan
5F03	03	Design a testing program for new entrants.	Exec Office	850330	Testing plan
5F03	04	Submit plan for approval and implementation.	Exec Office	850330	Approved plan
5F04		**DESIGN AND IMPLEMENT A DIFFERENTIATED STAFF PLAN THAT UTILIZES THE TALENTS AND SKILLS OF EXPERT AND EXPERIENCED TEACHERS DURING SY 1984-85.**			
5F04	01	Develop a selection process for identifying differentiated staff.	Exec Office	850630	Selection process and procedure manual

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

SGO REF NO (6A) LRO: Keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations
LRO Status (I) (1) of the District of Columbia Public Schools.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6A01		**SUBMIT TIMELY BOARD REPORTS, MEMORANDA, BULLETINS, NEWS RELEASES, GENERAL PUBLICATIONS AND OTHER INFORMATION AS REQUIRED.**			
6A01	01	Publish District Education monthly.	Communicatns	000012	Monthly issues
6A01	02	Publish Annual Report.	Communicatns	850630	Annual Report
6A01	03	Write and submit reports, publications and statements as requested by the Superintendent.	Communicatns	000012	Completed materials, reports, etc.
6A02		**PREPARE AND DISSEMINATE INFORMATIONAL MATERIALS ABOUT SCHOOL SYSTEM OPERATIONS AND SPECIAL SERVICES TO PARENTS AND OTHER CITIZENS.**			
6A02	01	Publish informational brochures, documents on DCPS budget, policies, instructional issues, etc.	Communicatns	000012	Completed brochures, documents, etc. on file
6A02	02	Work with media to convey accurate reporting of school-related news.	Communicatns	000012	Positive news coverage
6A02	03	Provide a DCPS Speaker's Bureau.	Communicatns	000012	Active Speaker's Bureau

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6A02	04	Operate information phone lines.	Communicatns	000012	Usage reports
6A02	05	Arrange for and author guest articles for external publications.	Communicatns	000012	Published articles
6A02	06	Supply local/national media with story ideas, news releases on "good things happening in DCPS."	Communicatns	000012	Press releases, media contacts
6A02	07	Issue informational materials on DCPS, e.g., "Welcome to Our Schools," calendars, directories, maps, etc.	Communicatns	000012	Published materials

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Date:	Ongoing = 000012	Quarterly = 001234	Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (6B) LRO: Support and advocate the policies of the Board of Education to the staff and the public.

LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6B01		**DISSEMINATE DIRECTIVES AND MEMORANDA DIRECTLY RELATED TO BOARD POLICIES.**			
6B01	01	Review proposed directives and memoranda to be issued by the Office to ensure correct interpretation and application.	Legal Svcs	000012	Written comments on proposed rules and regulations
6B01	02	Counsel Superintendent and appropriate staff officers on new or revised Board policies with emphasis on the Rules and procedures required for implementation.	Legal Svcs	000012	Written and oral advisements
6B02		**MONITOR THE IMPLEMENTATION OF BOARD POLICIES.**			
6B02	01	Monitor the implementation by the Administration of laws, Board policies and Rules with emphasis upon special education, procurement and other areas.	Legal Svcs	000012	Monitoring report(s) and recommendations
6B02	02	Advise the Superintendent and appropriate staff officers where problems are identified, and provide counseling and guidance for improved compliance.	Legal Svcs	000012	Identified problems and written and oral advisements

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 year 01 month 30 day**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6803		**ACTIVELY WORK TO IMPROVE MORALE THROUGH RECOGNITION OF OUTSTANDING TALENT AND THE PROMOTION OF PROGRAM SUCCESSES.**			
6803	01	Spotlight and profile achievements of students and staff in school system publications such as District Education.	Communicatns	000012	Press releases and media coverage
6803	02	Issue press releases and encourage media to cover the achievements of staff and students.	Communicatns	000012	Press releases and media coverage
6803	03	Orchestrate with Program Development staff the Superintendent's Teacher Incentive Award Program.	Communicatns	850630	Press releases and media coverage
6803	04	Highlight accomplishments of school system during annual celebrations, such as American Education Week, Black History Month, Welcome to Our Schools Week, etc.	Communicatns	000012	Agendas of activities, press releases and media coverage; evaluation reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of the Superintendent

SGO REF NO (6C) LRO: The Superintendent will increase opportunities for community participation in the educational process.

LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C01		**CONTINUALLY SEEK THE INVOLVEMENT AND SUPPORT OF THE COMMUNITY IN PUBLIC EDUCATION IN THE DISTRICT.**			
6C01	01	Send informational materials to community groups.	Communicatns	000012	Dissemination list
6C02		**ENCOURAGE OFFICES, DIVISIONS AND REGIONS TO EXTEND AND ENHANCE COOPERATION AND COLLABORATION WITH APPROPRIATE COMMUNITY ORGANIZATIONS.**			
6C02	01	Offer training workshops in communications techniques and public relations to local schools and DCPS offices.	Communicatns	000012	Workshop agendas and list of workshop participants

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

NEW/REVISED POLICY CONSIDERATIONS: That the Student Progress Plan be revised to reflect annual promotions.

MONITORING: For the monitoring of programs and projects, an evaluation design, the Planning, Monitoring and Implementation (PMI) Model, was developed. A component of PMI seeks to determine the degree to which what was intended has actually occurred. PMI involves the assessment of accomplishments at specific points in time. Analysis of the monitoring data will result in agreement or discrepancy. Within the Division of Quality Assurance the objectives and sub-objectives have been delineated by tasks and timelines. When discrepancies occur, action is taken to resolve the problems which have been encountered. Monitoring in the Labor Relations Branch will be determined by compliance with timelines stipulated in the Comprehensive Merit Personnel Act and the Rules of the Board of Education and approval of negotiated proposals by the Superintendent and the Board. Within the Executive Office, Legal Services and the Communications Branch, the achievement of goals and long range and intermediate objectives will be monitored through periodic reports from staff on progress in completing assignments including any identified constraints, recommendations for expansion or modification of approaches, and procedures pre-established for the completion of tasks. Individual conferences with staff members will provide guidance and accountability on completion of individual tasks.

EVALUATION: The application by Quality Assurance of the aforementioned PMI Model provides for both ongoing evaluation, which serves to promote the accomplishment of the stated objectives in order to determine whether or not objectives have been met, or whether there is a need to revise or eliminate the objective(s). The final evaluation is the result of determining the performance agreement between the three observable components (inputs, processes and outcomes) of the model. The frequency of evaluation will be determined by the projected length of time required to complete the objective, the data and conclusions reached during the course of the monitoring process, and the extent to which the final product or outcome fulfills the pre-established scope and requirements of the long range and intermediate objectives. Evaluation of Labor Relations activities depends on the final negotiated agreements and the benefits to the educational program. Submission to the Superintendent of completed reports on programs and projects, completion of proposals, and effective advisements will be among the indicators considered in evaluating the achievement of goals and objectives of all branches and divisions.

- **OFFICE OF THE DEPUTY SUPERINTENDENT**

EDUCATION PLAN SY 1984-85

OFFICE: Office of the Deputy Superintendent

DATE APPROVED BY SUPERINTENDENT: July 31, 1984

ACCOUNTABLE OFFICER: Dr. Andrew E. Jenkins, III

APPROVED:

MISSION STATEMENT: The Office of the Deputy Superintendent directs the operations of the local schools in order to provide positive learning environments for all students. This mission will be accomplished by monitoring, supervising and evaluating the actions of the executive office, regions, and divisions responsible for the direct operation and support of educational programs.

FUNCTIONS: The Office of the Deputy Superintendent coordinates the operation of the four regions, Bilingual Education Programs, the Division of Career Development, Student Hearings, the Division of Student Services, ECIA Chapter 1, the Division of Safety and Security and the Office for Special Services and State Affairs. The Deputy's Office monitors the operation of all local schools and consolidates all student services which support continuous development, progress, skill mastery, student achievement and formal instruction. The Office exercises oversight of programs and insures that policies and directives are effectively implemented. The four administrative regions-A, B, C, and D- have responsibility for supervision of schools and the delivery of educational services at the regional level. The regions provide instructional assistance to principals and teachers; and, assist students with matters such as special testing, placement, and psychological counseling. Bilingual Education serves students whose primary language is not English. The services include bilingual tutoring, instruction in English as a Second Language, staff development, assistance to students from foreign countries with grade and school placement. The Division of Career Development has administrative responsibility for the operation and supervision of all career centers. It also coordinates state vocational programs and services for the disadvantaged, the handicapped, school dropouts, and for women desiring training in fields traditionally limited to males. The Student Hearing Branch assures that the rights of all public school students are protected and works in their behalf to establish and maintain a code of behavior. The Division of Student Services develops programs, facilitates program implementation, monitors regulatory compliance, provides technical assistance, and offers additional support services in the areas of student enrollment, student accounting, guidance and counseling, student government, and other extra- and co-curricular activities and programs. The ECIA Chapter 1 Branch administers a program of supplementary services in reading and mathematics. The Branch develops programs, directs implementation, monitors regulatory compliance, provides technical assistance, staff development and parental involvement. The Division of Safety and Security provides assistance to the schools in planning and implementing programs that assure a safe school environment. The Division is responsible for all citywide activities within the system that require security measures. The Office of the Associate Superintendent for Special Services and State Affairs administratively directs, monitors and evaluates the Division of Special Education and Pupil Personnel Services, the Department of Adult and Community Education, the Department of Staff Development, the Department for Grants Administration, and the Department of Personnel Certification and Accreditation.

EDUCATION PLAN 84-85 - Office of the Deputy Superintendent

SGO REF NO (1A) LRO: Implement the Competency-Based Curriculum in all schools.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A01		**REFINE THE INSTRUCTIONAL DELIVERY MODEL FOR BOTH THE ELEMENTARY AND SECONDARY LEVELS TO ASSURE THE MOST EFFECTIVE UTILIZATION OF ALL AVAILABLE RESOURCES.**			
1A01	01	Review the instructional delivery models for the elementary and secondary levels.	Career Dev Regions	840701	Assessment data
1A01	02	Refine the delivery models for the elementary and secondary levels.	Career Dev Regions	840730	Revised instructional delivery models
1A01	03	Develop and implement an instructional support plan based on assessed needs of schools.	Career Dev Regions	840930	Local school support plans
1A01	04	Implement local school support plans.	Career Dev Regions	840930	Record of service
1A02		**MAINTAIN THE STUDENT PROGRESS PLAN ON THE ELEMENTARY LEVEL.**			
1A02	01	Review the Student Progress Plan with officers.	Regions	840930	Local school education plan
1A02	02	Conduct related staff development activities.	Regions	000012	Agenda, schedule of staff development activities
1A02	03	Monitor the implementation and management of SPP.	Regions	000012	Record of instructional support; organizational placement summaries; remediation plans and promotions

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A03		**IMPLEMENT THE SECONDARY COMPONENT OF THE STUDENT PROGRESS PLAN.**			
1A03	01	Conduct orientation and staff development for the implementation of the secondary component of the Student Progress Plan.	Career Dev Regions	000012	Agendas and staff development evaluation summaries
1A03	02	Facilitate the implementation of the secondary component of the Student Progress Plan according to the established phase-in schedule.	Career Dev Regions	850630	Report of student progress and promotion
1A03	03	Monitor the secondary component of the Student Progress Plan.	Regions	000012	Monitoring reports
1A05		**PARTICIPATE IN THE REFINEMENT OF CBC IN THE FOLLOWING AREAS: CURRICULUM, ASSESSMENT, PROGRAM PRACTICES AND STAFF DEVELOPMENT.**			
1A05	01	Identify non- and limited-English proficient students eligible for service.	Bilingual Ed	840830	List of eligible students
1A05	02	Maintain mechanism for interfacing with Instructional Services Center.	Career Dev Regions	000012	Record of interfacing activities
1A05	03	Provide for identified non- and limited-English proficient students an English as a Second Language/Competency-Based Curriculum.	Bilingual Ed Career Dev Regions	840830	Monitoring report

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30 (year month day)**

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (1B) LRO: Increase student performance in reading, language arts, mathematics, science, social studies, and the arts.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B01		**DEVELOP AND IMPLEMENT PLANS FOR IMPROVED STUDENT ACHIEVEMENT AT THE ELEMENTARY AND SECONDARY LEVELS.**			
1B01	01	Identify eligible students.	Chapter 1	840831	List of eligible students
1B01	02	Analyze test data to determine areas of strengths and weaknesses.	Career Dev Regions	840701	Regional/divisional profiles
1B01	03	Select, procure and deliver instructional materials, supplies and equipment.	Chapter 1	841231	Record of distribution
1B01	04	Establish regional and local school priorities for objectives based on comparative analysis of student grades and test results.	Career Dev Regions	840715	Comparative analysis of student grades and test results
1B01	05	Develop and implement staff development strategies for test administration, test interpretation and test-taking skills.	Career Dev Regions	001234	Plans; schedule of staff development activities
1B01	06	Supervise the implementation of the Chapter 1 program.	Chapter 1	000012	Supervisory and monitoring reports; improved student achievement on standardized tests and other measures of academic performance

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B01	07	Provide support to the implementation of the testing program.	Chapter 1 Career Dev Regions	850630	Records of services rendered
1B01	08	Monitor program operations.	Chapter 1	000012	Monitoring report
1B01	09	Assist in planning and implementation of Chapter 1 program evaluation.	Chapter 1	850630	Evaluation report
1B01	10	Prepare profile of junior high school test data.	Regions	840801	Peview report of junior high test data with recommendations
1B01	11	Review test data to determine target areas.	Regions	840801	Identified target areas
1B01	12	Collect data relative to the return of IJHSI Parent Agreements.	Regions	841001	Return rates by school
1B01	13	Provide input to Division of Program Development and Planning relative to percentage of return of IJHSI Parent Agreements.	Regions	841015	Transmittal memoranda and report
1B01	14	Facilitate the integration of IJHSI components into the SSPP.	Regions	850630	Records of support
1B01	15	Monitor the implementation of IJHSI in assigned schools.	Regions	000012	Monitoring reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30** (**year month day**)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B01	16	Provide technical assistance to schools in revising, refining, and improving the IJHSI program based on available data.	Regions	000012	Records of support; list of recommendations
1B01	17	Monitor the implementation of recommendations for improvement.	Regions	000012	Monitoring reports
1B01	18	Collect data relative to the implementation of all IJHSI components.	Regions	000012	Summary reports
1B02		**DIRECT AND COORDINATE THE DEVELOPMENT OF PROGRAMS AND SUPPORT SERVICES TO MEET THE NEEDS OF STUDENTS.**			
1B02	01	Survey to ascertain regional/divisional needs; review programs and activities in operation.	Chapter 1 Career Dev Regions	840701	Summary of needs survey
1B02	02	Identify eligible students in need of support services offered by Chapter 1 Pupil Personnel Services (PPS) Component.	Chapter 1	840730	List of eligible students
1B02	03	Increase guidance and counseling services to students.	Student Svcs	000012	Services reports
1B02	04	Increase coordination between the guidance and instructional personnel.	Chapter 1 Career Dev Student Svcs Regions	000012	Improved test-taking skills; improved scores

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1802	05	Design and implement PPS plan of action to address student needs.	Chapter 1	840830	Approved plans; status reports
1802	06	Modify and implement the Attendance Service Delivery model to increase emphasis upon truancy and dropout prevention.	Student Svcs	850630	Approved plans; status reports
1802	07	Develop plans and proposals for needed programs.	Chapter 1 Career Dev Student Svcs Regions	840701	Plans/proposals on file
1802	08	Monitor compliance with local, state and federal regulations on student enrollment, attendance, records, child labor, and non-resident tuition.	Student Svcs	850630	Monitoring reports
1802	09	Monitor programs and operations.	Bilingual Ed Career Dev Regions Chapter 1	000012	Monitoring reports
1802	10	Implement a student affairs model for the delivery of extra- and co-curricular programs consistent with CBC and SPP.	Student Svcs	850630	Monitoring reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 year 01 month 30 day**

SGO REF NO (1C) LRO: Ensure the provision of specialized instructional services for adult, bilingual, the gifted and talented
LRO Status (P) (1) and special education students.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C01		**UPGRADE AND EXPAND INSTRUCTIONAL PROGRAMS AND SERVICES FOR ADULT, BILINGUAL, GIFTED AND TALENTED, AND SPECIAL EDUCATION STUDENTS.**			
1C01	01	Provide for local school coordination and monitoring of the assesssment of students with special needs to ensure appropriate educational placement.	Career Dev Student Svcs Regions	000012	Monitoring reports
1C01	02	Implement procedures to identify non- and limited-English proficient students through computerization of enrollment/assessment procedures.	Bilingual Ed	840830	List of students
1C02		**ENSURE EFFECTIVE ARTICULATION AND INTEGRATION OF PROGRAMS BETWEEN AND AMONG REGIONS AND DIVISIONS.**			
1C02	01	Direct inter-regional and inter-divisional cooperation through the Deputy's council.	Exec Office	000012	Meeting agendas
1C02	02	Disseminate information on inter-regional and inter-divisional activities through the Deputy's council.	Exec Office	000012	Memoranda, newsletters
1C02	03	Coordinate the annual seminar.	Exec Office	850630	Report on the annual seminar

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Dates:	Ongoing = 000012	Quarterly = 001234	Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B03		**MONITOR THE USE OF PRESCRIBED CURRICULUM MATERIALS AND PROGRAMS DESIGNED TO IMPROVE STUDENT PERFORMANCE.**			
1B03	01	Establish guidelines for a local school team to monitor the instructional program.	Chapter 1 Bilingual Ed Career Dev Regions	840930	List of team members; monitoring reports; guidelines
1B03	02	Schedule direct support to schools.	Chapter 1 Bilingual Ed Career Dev Regions	840930	Plans of assistance
1B03	03	Monitor instructional programs.	Chapter 1 Bilingual Ed Career Dev Regions	000012	Schedule of school visitations and monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5B05		**IDENTIFY/NEGOTIATE NEW AREAS FOR PARTNERSHIP.**			
5B05	01	Review/revise proposed negotiated services contracts.	Legal Svcs	000012	Approved contractual agreements

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A05	04	Maintain mechanism for interfacing and collaborating with the Student Assessment Branch.	Career Dev Regions	000012	Agenda, schedule of staff development activities
1A05	05	Develop and implement appropriate staff development activities.	Bilingual Ed Career Dev Regions	000012	Schedule of activities

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C03		**ENSURE THE PROVISION OF APPROPRIATE INDIVIDUALIZED SPECIAL EDUCATION PROGRAM FOR IDENTIFIED HANDICAPPED STUDENTS.**			
1C03	01	Conduct hearings related to the provision of special education.	Stdnt Hrngs	000012	Record of hearings

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1002	05	Monitor the utilization of core equipment in local schools.	Regions Career Dev	000012	Monitoring reports
1002	06	Promote the participation of teachers and administrators in computer literacy training courses.	Regions Career Dev	000012	Certified teachers and administrators
1002	07	Monitor the implementation of the Five-Year Computer Literacy Plan.	Regions Career Dev	000012	Monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (1E) LRO: Contribute to the development of appropriate recommendations on grade level organization of schools.

LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1E01		**PROVIDE INPUT AND INFORMATION FOR THE DEVELOPMENT OF A SCHOOL ORGANIZATION PLAN.**			
1E01	01	Direct the review of current organizational practices and make recommendations.	Exec Office	850630	Report and recommendations
1E01	02	Review curricular requirements.	Career Dev Regions	840701	Documentation of requirements
1E01	03	Facilitate support for the collection of a pre-survey and follow-up survey of high school graduates.	Career Dev Regions	850630	Assistance rendered
1E01	04	Implement a pre-survey and follow-up survey of high school graduates.	Student Svcs	850630	Report on the correlation between educational instruction/training and placement of students
1E01	05	Review graduate survey results for impact on organizational practices.	Exec Office	850630	Identified recommendations concerning organizational practices
1E01	06	Review data from needs assessment of students.	Regions	840701	Regional profiles
1E01	07	Coordinate the development of plans with the Office of Instruction.	Exec Office	850630	Approved plans

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1E01	08	Review course requests of students (secondary schools).	Regions	840701	List of requests
1E01	09	Identify available resources based on areas of teaching expertise and certification.	Regions	840701	School profiles

---

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (1F) LRO: Improve educational and career options for secondary students.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1F01		**IMPLEMENT THE PARTNERSHIP PROGRAMS.**			
1F01	01	Provide administrative and instructional support to Public/Private Partnership Programs.	Exec Office Career Dev Regions	000012	Documentation of support
1F01	02	Provide administrative and instructional support to Federal Partnerships in Education Program.	Exec Office Career Edu Regions	000012	Documentation of support
1F02		**COLLABORATE ON A PLAN TO INCREASE THE NUMBER OF SECONDARY STUDENTS WHO SEEK CAREER OPTIONS.**			
1F02	01	Ensure the development/expansion of awareness/orientation program for parents of students in junior high schools.	Career Dev Regions	850630	Plans and outline of program; schedule of meetings and evaluation reports
1F02	02	Implement plans for the use of the automated Guidance Information System (GIS).	Student Svcs	841030	Status reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 (year) 01 (month) 30 (day)**

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (1D) LRO: Improve classroom instruction and management through the application of technology.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1001		**DEVELOP AND IMPLEMENT PLANS FOR USING TECHNOLOGY TO SOLVE INSTRUCTIONAL AND MANAGERIAL PROBLEMS.**			
1001	01	Direct the utilization of computer-assisted instruction in fifty three Chapter 1 schools.	Chapter 1	000012	Record of activities
1001	02	Develop the Student Unified Management System (SUMS) in coordination with other administrative units.	Student Svc	840930	Appropriate reports on sub-systems
1001	03	Assess needs of local schools and regional staff.	Career Dev Student Svcs Regions	850630	Needs assessment survey; course outlines
1001	04	Participate in the evaluation of the application of technology.	Chapter 1	850630	Monitoring reports and documentatinn
1001	05	Provide in-service courses for the application of technology.	Career Dev Regions	000012	Course outlines for in-service courses; records of participants
1001	06	Provide in-service training for personnel in the appropriate use of SUMS sub-system.	Student Svcs	850630	Schedules of meetings or workshop agendas

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1001	07	Implement home computer lending program.	Chapter 1	850630	Computer home loan reports/improved student achievement
1001	08	Provide on-site support in the application of educational technology.	Career Dev Regions	850630	Schedule of on-site support
1001	09	Implement and monitor SUMS system-wide.	Student Svcs	850630	Status report
1001	10	Input and monitor non-public school enrollment data.	Student Svcs	850630	Enrollment reports and directories
1002		**IMPLEMENT THE GUIDELINES DEVELOPED FOR THE COMPUTER LITERACY PROGRAM.**			
1002	01	Review the Computer Literacy Five-Year Plan with officers.	Career Dev Regions	840930	Agenda of meetings
1002	02	Schedule direct assistance to schools for the implementation of the Five-Year Plan.	Career Dev Regions	841030	Assessment of local school computer literacy program
1002	03	Monitor use of the computer literacy laboratories in local schools.	Regions Career Dev	000012	Monitoring reports
1002	04	Supervise/facilitate the integration of computer literacy within all subject areas.	Regions Career Dev	000012	Monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1F02	03	Facilitate the implementation of plans for the use of Guidance Information System (GIS).	Career Dev Regions	841030	Status reports
1F02	04	Implement annual plan for expanding the High School/College Internship Program (HI/SCIP)	Student Svcs	840930	Student placement report

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (1G) LRO: Facilitate the transition from traditional programs and buildings to a comprehensive career program.

LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1G02		**EXPAND THE RANGE OF OFFERINGS TO STUDENTS IN THE AREAS IDENTIFIED IN THE COMPREHENSIVE PLAN FOR THE NATIONAL CAPITAL.**			
1G02	01	Expand instructional support services.	Career Dev	850630	Services report
1G02	02	Improve technical assistance and supervisory services	Career Dev	850630	Documentation of assistance rendered
1G02	03	Improve instructional management.	Career Dev	000012	Monitoring reports
1G02	04	Provide staff development and curriculum development in the use of contemporary technology.	Career Dev	850630	Schedule of staff development sessions; status reports
1G02	05	Continue modification and adaptation of facilities/equipment and programs to serve special populations.	Career Dev	850630	Schedule of staff development sessions; status reports
1G02	06	Collaborate and coordinate instructional programs between identified career centers and secondary schools.	Career Dev Regions	000012	Course completion records, special program materials, agendas of meetings, memoranda
1G02	07	Provide apprenticeship training at the D. C. Apprenticeship School.	Career Dev	000012	Monitoring reports
1G02	08	Facilitate the implementation of Job Training Programs Act.	Career Dev	850630	Funded program, monitoring report

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 (year) 01 (month) 30 (day)**

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (1H) LRO: Strengthen instructional supervision at the regional and local school levels.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1H01		**ADHERE TO THE GUIDELINES ESTABLISHED IN THE COMPREHENSIVE MODEL FOR INSTRUCTIONAL SUPERVISION.**			
1H01	01	Ensure adherence to Comprehensive Model for Instructional Supervision (CMIS).	Exec Office	850630	Monitoring report
1H02		**PROVIDE SUPPORT FOR TEACHERS IN ACCORDANCE WITH THE GUIDELINES OUTLINED IN CMIS.**			
1H02	01	Develop specific CMIS support plans for assigned schools.	Career Dev Regions	840930	Approved support plans
1H02	02	Maintain a regular schedule of support.	Career Dev Regions	000012	Approved schedules
1H02	03	Provide direct support services to individual teachers and groups of teachers.	Career Dev Regions	850630	Records of services rendered
1H02	04	Plan activities for workshops, meetings; demonstrations, observations, conferences and other strategies for support.	Career Dev Regions	850630	Approved in-service staff development plan
1H02	05	Implement an in-service program.	Career Dev Regions	850630	Schedule of meetings; on workshop agendas and course completion records

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (3A) LRO: Outline and implement a comprehensive multi-year plan for SY 1983-87 from which an Annual Education Plan
LRO Status (I) (1) can be extracted.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A01		**PREPARE AND SUBMIT AN ANNUAL UPDATE TO THE MULTI-YEAR PLAN.**			
3A01	01	Conduct briefing sessions for SY 84-85 Office Plan.	All Units	840830	Briefing session agenda
3A01	02	Monitor Plan implementation.	All Units	000012	Monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1G02	09	Develop comprehensive plan for entrepreneurship and economic development in vocational/technical/industrial programs.	Career Dev	850630	Approved action plan
1G03		**IMPLEMENT A SUPPORT PLAN FOR STAFF DEVELOPMENT.**			
1G03	01	Identify staff development needs.	Career Dev Regions	841130	Identified staff development needs
1G03	02	Develop and implement a plan for staff development.	Career Dev Regions	841130	Approved plan, status reports
1G03	03	Monitor the staff development plan.	Career Dev Regions	000012	Monitoring reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (2F) LRO: Recognizing the necessity for an environment conducive to learning, and within available resources, the
LRO Status (I) (1) Deputy Superintendent will upgrade the provisions for safety and security.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2F02		**DEVELOP, IMPLEMENT AND MONITOR SAFETY AND SECURITY AWARENESS PROGRAMS.**			
2F02	01	Coordinate with school personnel, District agencies, and community groups to develop safety and security awareness programs.	Safety&Scrty	850330	Agendas of meetings and lists of participants
2F02	02	Develop a plan for safety and security awareness programs in schools.	Safety&Scrty	850630	Approved plan and timetable
2F03		**REDUCE CRIME, VIOLENCE, AND VANDALISM IN SCHOOLS.**			
2F03	01	Conduct campaign against vandalism, increase alarm system protection, surveillance and response to violence and crime.	Safety&Scrty	000012	Significant reduction in incident reports
2F04		**IMPLEMENT STUDY RECOMMENDATIONS.**			
2F04	01	Develop action plan for implementation of study recommendations.	Safety&Scrty	840730	Approved plan with timetable
2F04	02	Implement action plan.	Safety&Scrty	840730	Implementation schedule and monitoring reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (3C) LRO: Prepare annual budget plans for the planning period SY 1983-87 in conjunction with Rules of the Board of Education.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C01		**PREPARE AND SUBMIT ANNUAL BUDGET PLAN FOR THE PLANNING PERIOD SY 1983-1987.**			
3C01	01	Identify new/continuing operations and services for FY 86-87.	Exec Office	850531	List of projected new/continuing operations and services
3C01	02	Project personnel and other resource needs to implement new/continuing operations and services.	Exec Office	850531	Identified personnel and resource needs
3C01	03	Determine annual budget requirements for FY 86-87.	Exec Office	850531	Identified requirements
3C01	04	Develop annual budget requirements.	Exec Office	850531	Finalized recommended budget
3C01	05	Prepare and submit FY 86-87 annual budget plan for the Office of the Deputy Superintendent.	Exec Office	850531	Finalized recommended budget

---

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6B04 02		Distribute information to parents, students and school staff, pertaining to rights and procedures related to Board Rules and applicable regulations.	Student Svcs Stunt Hrngs	850630	Written communications to appropriate parties
6B05		**RECEIVE AND BRING TO APPROPRIATE CONCLUSION HEARING REQUESTS AS PROVIDED BY CHAPTER IV (BOARD RULES).**			
6B05 01		Process requests for student hearings related to special education, discipline, grievances, transfers, school records and residency.	Stdnt Hrngs	850630	Daily logs and monthly reports
6B05 02		Resolve matters related to special education, student discipline, student grievances, school transfers, school records, residency and other matters.	Stdnt Hrngs	850630	Daily logs and monthly reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (5F) LRO: Utilize personnel more effectively through improved supervision, stricter adherence to personnel procedures
LRO Status (I) (1) and increased opportunities for staff development.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F01		**ESTABLISH PROCEDURES FOR CLOSER MONITORING OF EDUCATIONAL PROGRAMS.**			
5F01	01	Direct implementation of monitoring process.	All Units	850630	Monitoring report(s) with recommendations
5F01	02	Initiate corrective actions on basis of monitoring report(s) and recommendations.	All Units	850630	Memoranda directing corrective action
5F02		**IMPLEMENT IMPROVED PERSONNEL PROCEDURES.**			
5F02	01	Direct strict adherence to personnel procedures.	All Units	000012	Improved personnel procedures
5F02	02	Monitor implementation of established personnel procedures.	All Units	000012	Monitoring reports
5F02	03	Initiate corrective action as required.	All Units	000012	Approved office plan for in-service training
5F03		**COORDINATE AND IMPLEMENT PLANS FOR IN-SERVICE OPPORTUNITIES FOR SECONDARY PRINCIPALS WITH THE OFFICE OF INSTRUCTION AND STAFF DEVELOPMENT.**			
5F03	01	Determine the needs of secondary school principals.	Chapter 1 Bilingual Ed Career Dev Regions	840930	Identified needs

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F03	02	Contribute to the in-service staff development plan for secondary school principals.	Chapter 1 Bilingual Ed Career Dev Regions	841030	Approved plan
5F03	03	Implement in-service plan.	Chapter 1 Bilingual Ed Career Dev Student Svcs Regions	841130	Schedule of meetings or workshop agendas, course completion records
5F03	04	Evaluate in-service training.	Chapter 1 Bilingual Ed Career Dev Student Svcs Regions	850630	Evaluation report and recommendations
5F04		**IMPLEMENT PROGRAM OF HEARING OFFICER SELECTION, TRAINING AND STAFF DEVELOPMENT.**			
5F04	01	Develop, implement and evaluate staff development plan for hearing officers.	Stdnt Hrngs	841230	Approved plan
5F04	02	Conduct staff development exercise.	Stdnt Hrngs	850331	Program agenda

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Dates: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30** (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F04	03	Solicit assistance from area universities and colleges in the recruitment of hearing officers.	Stdnt Hrngs	850331	Record of contacts
5F04	04	Utilize professional organizations to support staff development plan.	Stdnt Hrngs	850630	Record of contacts
5F04	05	Select and notify panelists.	Stdnt Hrngs	850630	List of hearing officers

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (6A) LRO: Provide information to the Board of Education and other public school constituencies on the needs and
LRG Status (I) (1) operations of the school system.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6A01		SUBMIT TIMELY BOARD REPORTS, MEMORANDA, BULLETINS, NEWSLETTERS, NEWS RELEASES, GENERAL PUBLICATIONS AND OTHER INFORMATION AS REQUIRED.			
6A01	01	Attend appropriate Board committee meetings and provide information as required.	All Units	000012	Board reports, memoranda, briefing papers, etc.
6A01	02	Provide updated information to the Superintendent on the needs and operations of the local schools.	Exec Office	000012	Memoranda, reports, conferences
6A03	03	Maintain consistent channel of communication and information within the Office of the Deputy Superintendent.	Exec Office	000012	Memoranda

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Dates:	Ongoing = 000012	Quarterly = 001234	Others = 85 01 30 year month day

Education Plan 84-85 - Office of the Deputy Superintendent

SGO REF NO (6B) LRO: Support and advocate Board policies to school staff and public.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6B01		**DISSEMINATE DIRECTIVES AND MEMORANDA DIRECTLY RELATED TO BOARD POLICIES.**			
6B01	01	Provide timely dissemination of directives and memoranda directly related to Board policies.	Exec Office	850630	Record of directives and memoranda
6B02		**MONITOR THE IMPLEMENTATION OF BOARD POLICIES.**			
6B02	01	Conduct monitoring activities to assure implementation of Board policies.	Exec Office	000012	Monitoring report
6B03		**DISCUSS BOARD POLICIES IN STAFF MEETINGS AND CITIZEN FORUMS.**			
6B03	01	Provide for discussion of Board policies in staff meetings and citizen forums.	Exec Office	850630	Record of meetings and forums
6B04		**DISSEMINATE WRITTEN INFORMATION REGARDING BOARD POLICES TO PARENTS.**			
6B04	01	Provide timely dissemination of written information to parents regarding Board policies.	Exec Office	850630	Record of dissemination

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

SGO REF NO (6C) LRO: Increase opportunities for community participation in the educational process.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C01		**DEVELOP AND IMPLEMENT PLANS FOR INCREASED INVOLVEMENT BY PARENTS AND THE COMMUNITY IN BOTH CENTRAL ADMINISTRATION AND LOCAL SCHOOL AFFAIRS.**			
6C01	01	Maintain a system of communication and involvement with school/community representatives.	All Units	000012	List of organized PTA or HSA and NSC officers, record of parent conferences, and regional and school newsletters
6C01	02	Implement a plan for increased involvement by parents and the community in the Chapter 1 Program implementation.	Chapter 1	850630	Local School Parent Councils, District Council Organization
6C01	03	Develop and implement programs and services with businesses, community agencies, higher education, social groups, and individuals.	Student Svcs	850630	Increased scholarship opportunities, improved services, and expanded offerings
6C01	04	Develop and implement a plan for parent leadership training.	Chapter 1	850630	Training program documentation
6C01	05	Conduct student hearings on matters related to special education, discipline, grievances, transfers, records, residency and other matters.	Stdnt Hrngs	850630	Record of hearings and hearing determinations

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Dates: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

NEW/REVISED POLICY CONSIDERATIONS: None.

MONITORING: All divisions and regions are responsible for the implementation of the monitoring process. At the operational level, the process involves three major components: 1) on-site monitoring and assessment of individual school programs once each school year by members of the divisional or regional staffs and school administrators; 2) self-monitoring of the school program once each semester by the building administration, CBC Team and SCAC representatives, departmental or grade level chairpersons, and other staff members as required; and 3) self-monitoring of the regional or divisional program once each semester by the Assistant Superintendent, and other regional staff members. Three monitoring assessment forms are used and submitted for review and evaluation. The central office is responsible for developing the system that indicates if procedures are being implemented as directed by the Superintendent and to determine if activities are consistent with Board of Education Rules and other local or federal regulations.

EVALUATION: In accordance with the District of Columbia Public Schools' Evaluation Model, each division or region will compare its planned inputs, processes and outputs for each objective with those actually observed. An analysis of the output data will indicate the extent to which the stated objectives have been met and the goals achieved.

EDUCATION PLAN SY 1984-85

OFFICE: Office of Instruction

DATE APPROVED BY SUPERINTENDENT: July 31, 1984

ACCOUNTABLE OFFICER: Dr. James T. Guines, Associate Superintendent

APPROVED:

MISSION STATEMENT: The Office of Instruction directs, supervises and manages the development and implementation of the Competency-Based Curriculum and designated instructional programs in the content areas for grades K-12. It has the responsibility for managing instructional support services through organizing and developing technical learning resources and instructional management processes to improve student achievement. The Office is responsible for providing direct assistance and instructional support to teachers in the classroom, for providing supportive services to students, for designing and implementing special development programs, and for updating and revising the Comprehensive Education Plan.

FUNCTIONS: The Office of the Associate Superintendent for Instruction has the responsibility for directing, coordinating, monitoring and evaluating the Division of Program Development and Planning, the Division of Education Technology, the Instructional Services Center, Special Projects and Banneker Model Academic High School. The Office of the Associate Superintendent further provides technical assistance and coordination for all instructional programs which impact on citywide instructional goals. The Division of Program Development and Planning will design, implement and monitor a comprehensive planning process for the school system; provide assistance to the various elements of the school system in short and long term planning; develop the conceptual designs for public/private partnership programs; and coordinate the introduction and implementation of special programs in local schools. The Division of Educational Technology administers the Computer Training Laboratory, the Instructional Media Center and the Library Science Department. This Division develops recommendations on software and hardware modes for instructional delivery and procedures for the utilization of technology in the instructional program, in addition to providing literacy awareness for teachers, students, and the community. The Instructional Services Center provides instructional direction and leadership for the subject areas of art; English/Language Arts; foreign languages; health, physical education, athletics and safety; history and social studies; mathematics; military science; music; reading and science in grades K-12. The Center directs and coordinates the development of curriculum, sets program requirements and standards, develops criterion-referenced tests, recommends textbooks and instructional materials for adoption, coordinates special systemwide programs, and identifies special equipment facilities or supply requirements in the subject areas specified. The Center operates the field placement program for pre-service teachers and directs the Basic Skills sub-section of Chapter 2 of the Education Consolidation and Improvement Act. The Office of Instruction further coordinates special projects which include the District Facilitator Project, the Gifted and Talented Project, Emeritus Teacher Project, Success in Reading, and the Multi-Cultural Program. The Banneker Model Academic High School is an alternative institution of secondary education in which students engage in rigorous and varied academic experiences.

Education Plan 84-85 - Office of Instruction

SGO REF NO (1A) LRO: Modify, revise and refine the design of the Competency-Based Curriculum and the Student Progress Plan
LRO Status (I) (1) at the elementary level (K-6).

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A01		**MODIFY, REVISE AND REFINE CLASSROOM MANAGEMENT AND ASSESSMENT MATERIALS NEEDED FOR IMPLEMENTATION OF CBC and SPP ON THE ELEMENTARY LEVEL.**			
1A01	01	Revise cluster tests for reading.	Inst Svc Ctr	850130	Draft copy of tests
1A01	02	Revise language arts and science assessments as requested.	Inst Svc Ctr	850630	Revised assessment instruments in language arts and science
1A01	03	Compile and disseminate to pre-K and K teachers strategies for classroom management.	Inst Svc Ctr	850630	Copies of document and record of dissemination
1A01	04	Reprint Reading Survey Tests.	Inst Svc Ctr	850630	Copies of tests
1A03		**CONTINUE DEVELOPMENT OF AN AUTOMATED INSTRUCTIONAL MANAGEMENT SYSTEM FOR READING AND MATHEMATICS IN GRADES 1-6.**			
1A03	01	Disseminate Form B of reading and mathematics AIMS Tests.	Inst Svc Ctr	841231	Record of dissemination
1A04		**ASSIST IN THE DEVELOPMENT AND DISSEMINATION OF EARLY CHILDHOOD CURRICULUM.**			
1A04	01	Update parent booklet "You Are Your Child's First Teacher."	Inst Svc Ctr	850630	Copies of booklet and record of dissemination
1A04	02	Refine pre-K levels of CBC skills lists.	Inst Svc Ctr	850630	Copies of skills list with requirements

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

SGO REF NO (1A) LRO: Provide leadership and technical assistance for the design and implementation of revised standards for
LRO Status (I) (3) grading and promotion on the secondary level.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A07		**ESTABLISH AND EXPAND COURSE STANDARDS TO INCLUDE ALL SUBJECT-AREA OFFERINGS.**			
1A07	01	Develop course examinations for 7th grade courses in subject areas under ISC.	Inst Svc Ctr	850401	Approved end-of-course examinations
1A07	02	Develop end-of-course examinations for the 7th grade courses in subject areas under Instructional Services Center (ISC).	Inst Svc Ctr	850331	Approved course examinations
1A09		**DEVELOP AN IMPLEMENTATION PLAN FOR INTRODUCING THE SECONDARY GRADING AND PROMOTION POLICY IN GRADES 7-12.**			
1A09	01	Provide assistance in the implementation of the Secondary Student Progress Plan in the 7th grade.	Inst Svc Ctr Program Dev	001234	Documentation of assistance
1A09	02	In cooperation with the Division of Quality Assurance, review feedback and monitoring results and recommend appropriate revisions to SSPP.	Program Dev	850628	Monitoring report and recommendations

- OFFICE OF INSTRUCTION

EDUCATION PLAN 84-85 - Office of Instruction

SGO REF NO (1A) LRO: Develop subject-area programs on the secondary level (7-12) to enable students to meet competency
LRO Status (I) (2) expectations and graduation requirements.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A06		EXTEND CURRICULUM DEVELOPMENT FOR REQUIRED COURSES AND SELECTED ELECTIVES IN JUNIOR HIGH SCHOOLS.			
1A06	01	Develop lists of skills for satisfactory course completion of 7th grade courses in subject areas under Instructional Services Center.	Inst Svc Ctr	840901	Approved skills lists

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of Instruction

SGO REF NO (18) LRO: Provide curriculum guidelines, support and materials to promote student academic achievement in grades
LRO Status (I) (1) K-12.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1801		**PROVIDE BASIC CURRICULUM DOCUMENTS FOR SUBJECT AREA INSTRUCTION.**			
1801	01	Prepare first draft of curriculum guide for French/Spanish conversation courses.	Inst Svc Ctr	840831	Draft French/Spanish curriculum guide
1801	02	Edit and complete scope and sequence materials for levels 3 - 5 in French and Spanish.	Inst Svc Ctr	841031	Finalized scope and sequence documents
1801	03	Develop preliminary draft of the revision of the curriculum guide for the "General Language" course.	Inst Svc Ctr	841031	Draft documents
1801	04	Edit and complete scope and sequence for levels 1 and 2 of Russian and Italian.	Inst Svc Ctr	841031	Finalized scope and sequence documents
1801	05	Disseminate literature program for grades 1 - 6.	Inst Svc Ctr	841031	Copies of document and record of dissemination
1801	06	Revise scope and sequence for levels 1 and 2 of French.	Inst Svc Ctr	841031	Revised documents
1801	07	Disseminate elementary art curriculum guide.	Inst Svc Ctr	841031	Record of dissemination

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1801	08	Edit and complete course outlines for introductory French, Spanish and Latin.	Inst Svc Ctr	841031	Finalized course outlines
1801	09	Revise the elementary curriculum guide for reading.	Inst Svc Ctr	850130	Draft of document
1801	10	Develop supplemental curriculum materials for junior high humanities program.	Inst Svc Ctr	850630	Copies of supplemental curriculum materials
1801	11	Develop draft of curriculum guides for instrumental music and vocal music grades 7-12.	Inst Svc Ctr	850630	Draft curriculum guides
1801	12	Develop and disseminate materials for programs in subject areas under ISC.	Inst Svc Ctr	850630	Copies of materials issued, transmittal memoranda
1801	13	Provide basic curriculum documents for subject areas.	Inst Svc Ctr	850630	Copies of subject area documents
1802		**DIRECT THE DEVELOPMENT OF LIBRARY AND MEDIA SUPPORT TOWARDS EFFECTIVE INSTRUCTION AND ASSESSMENT.**			
1802	01	Supervise and monitor program operations of the Library Science Department and Media Center.	Educ Tchnlgy	850630	On-site supervision, monitoring reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30** (**year month day**)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B03		**PROVIDE SUPERVISORY SUPPORT FOR CLASSROOM INSTRUCTION AS DESCRIBED IN THE COMPREHENSIVE MODEL FOR INSTRUCTIONAL SUPERVISION.**			
1B03	01	Conduct regular meetings of the Instructional Supervisory Council.	Inst Svc Ctr	000012	Semester reports to the Deputy Superintendent and Associate Superintendent for Instruction
1B03	02	Provide on-site instructional support for teachers under ISC.	Inst Svc Ctr	850630	Records of support
1B03	03	Provide on-site assistance to pre-K and K teachers.	Inst Svc Ctr	850630	Records of support
1B03	04	Provide support/technical assistance regional and local school personnel as requested.	Instr Svc Ctr	850630	Records of activities
1B03	05	Provide on-site instructional support to teachers.	Instr Svc Ctr	850630	Documentation of assistance rendered

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1804		**PROVIDE STAFF DEVELOPMENT FOR THE EFFECTIVE USE OF CURRICULUM AND MANAGEMENT OF INSTRUCTION IN THE SUBJECT AREAS.**			
1804	01	Provide staff development for the implementation of the secondary grading and promotion policy as it relates to subject areas under ISC.	Instr Svc Ctr	841030	Meeting/workshop agendas
1804	02	Conduct in-service courses.	Instr Svc Ctr	850630	Course outlines and records of implementation
1804	03	Provide staff development through meetings/workshops for elementary school teachers who are liaisons with the Social Studies Department.	Instr Svc Ctr	850630	Agendas of meetings/workshops
1804	04	Provide staff development through meetings/workshops for building chairpersons in subject areas under ISC.	Instr Svc Ctr	850630	Agendas of meetings/workshops
1804	05	Provide staff development through meetings/workshops for secondary teachers in subject areas under ISC.	Instr Svc Ctr	850630	Agendas of meetings/workshops
1804	06	Conduct workshops and in-service courses for pre-K and K teachers.	Instr Svc Ctr	850630	Agendas of meetings/workshops

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B04	07	Provide staff development through meetings/workshops for special subject teachers in the elementary school.	Instr Svc Ctr	850630	Agendas of meetings/workshops
1B04	08	Provide staff development through meetings/workshops for elementary resource teachers.	Instr Svc Ctr	850630	Agendas of meetings/workshops
1B04	09	Provide staff development for the effective use of new documents.	Instr Svc Ctr	850630	Agendas of meetings/workshops
1B05		**RECOMMEND TEXTBOOKS, COMPUTER SOFTWARE, INSTRUCTIONAL MATERIALS, EQUIPMENT, FACILITIES AND SUPPLY STANDARDS APPROPRIATE FOR SPECIFIC SUBJECT AREAS.**			
1B05	01	Coordinate textbook review process in subject areas under ISC in accord with established cycles for review.	Instr Svc Ctr	850630	Recommended textbooks by subject
1B05	02	Evaluate and recommend computer software appropriate for instruction in specified subject areas.	Instr Svc Ctr	850630	Software evaluation on file; recommended software
1B05	03	Recommend supply, equipment, and facility standards for identified subject areas.	Instr Svc Ctr	850630	Recommended standards

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of Instruction

SGO REF NO (1B) LRO: Contribute to an increase in student performance in reading, language arts, mathematics, science, social
LRO Status (I) (2) studies, and the arts through specialized programs and teacher training.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B07		DEVELOP/ADAPT EXEMPLARY PROGRAMS WHICH IMPROVE STUDENT PERFORMANCE.			
1B07	01	Implement a sixth grade Nature Study Computer Camp.	Inst Svc Ctr	840831	Report of program activities
1B07	02	Revise and coordinate planning for FY 85-86 student summer computer camps.	Educ Tchnlgy	850430	Revised plans
1B07	03	Supervise student summer computer camps at 20 citywide sites.	Educ Tchnlgy	840831	On-site visits and status reports
1B07	04	Review literature, NDN programs and attend awareness sessions, conferences etc. related to state-of-the-art developments in priority areas.	Program Dev	000012	List of identified programs
1B07	05	Inform key personnel about the availability of the exemplary educational programs in NDN.	Special Proj	000012	Agendas of meetings, transmittal memoranda
1B07	06	Recommend exemplary programs in priority areas for potential adoption.	Program Dev	000012	Recommended program(s)

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1802	02	Finalize reorganization plan including function, personnel and equipment for the Library Science Department and Media Center.	Educ Tchnlgy	840831	Documentation of final reorganization plan
1802	03	Implement recommendations of reorganization plan for the Library Science Department and Media Center.	Educ Tchnlgy	850630	Status reports
1802	04	Analyze computerized inventory of audio-visual equipment, films, filmstrips and video tapes.	Educ Tchnlgy	840831	Report and recommendations
1802	05	Update the computerized inventory of audio-visual equipment, films, filmstrips and video tapes.	Educ Tchnlgy	850131	Updated inventory
1802	06	Conduct repair project in schools with audio-visual equipment, films, filmstrips and video tapes.	Educ Tchnlgy	840831	Status report
1802	07	Plan the installation of computers in high school libraries.	Educ Tchnlgy	840930	Completed plans for installation
1802	08	Supervise the installation of computers at high school libraries.	Educ Tchnlgy	850131	Status reports
1802	09	Supervise the training of personnel to effectively utilize the computers installed in the high school libraries.	Educ Tchnlgy	850630	Course lists

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1807,	07	Assist in identifying, assessing and matching needs with exemplary educational programs.	Special Proj	000012	Documentation of assistance rendered
1807	08	Arrange for NDN exemplary project staff to train adopting school personnel.	Special Proj	000012	Training records
1807	09	Interface with the D.C. Public Library in the installation of computer terminals at Banneker and Spingarn High Schools.	Educ Tchnlgy	840930	Computer terminals installed
1807	10	Administer Science Fair, Spelling Bee, National History Day, Speech and Drama Festival, National Foreign Language Week Activities, and the Math Counts Program.	Inst Svc Ctr	850630	Records of activities
1807	11	Assist NDN exemplary projects and local adopting schools in the evaluation of adoptions.	Special Proj	000012	Implementation and impact evaluation; reports prepared by project staff
1807	12	Encourage the submission of proposed programs to the U.S. Department of Education Joint Dissemination Review Panel.	Special Proj	000012	Identified programs

---

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B08	08	Provide technical assistance to regions/ divisions and local schools continuing exemplary programs.	Program Dev	000012	Documentation of assistance rendered
1B08	09	Supervise the operations of the Writing-to-Read Program.	Educ Tchnlgy	850630	On-site visits and status reports
1B08	10	Develop evaluation plan.	Educ Tchnlgy	840731	Evaluation design
1B08	11	Analyze test results and prepare report.	Educ Tchnlgy	841031	Test results and analysis
1B08	12	Conduct cluster meeting for program feedback.	Educ Tchnlgy	841031	Agenda of meeting
1B08	13	Provide individual school-based and cluster in-service workshop.	Educ Tchnlgy	850630	Workshop objectives and evaluation summary
1B08	14	Conduct on-site observations of all project schools.	Educ Tchnlgy	850630	Observation notes and recommendations
1B09		**CONTINUE TO COORDINATE THE IMPLEMENTATION OF IJHSI.**			
1B09	01	Secure input on status of IJHSI and recommendations from regional offices.	Program Dev	840731	Status report and recommendations
1B09	02	Review Junior High School test data.	Program Dev	840731	Data review

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B10	05	Monitor ongoing ALT activities in regions.	Program Dev	850628	Monitoring reports and recommendations
1B10	06	Provided continued technical assistance.	Program Dev	000012	Memoranda
1B10	07	Coordinate the development of SY 1985-86 ALT Action Plan			Approved action plan

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1808		**COORDINATE THE IMPLEMENTATION OF SELECTED EXEMPLARY PROGRAMS.**			
1808	01	Identify and match participating embassies, schools and Embassy Adoption Program components.	Exec Office	841130	Charts of assignments
1808	02	Coordinate training workshops for teachers and EAP volunteers.	Exec Office	850131	Workshop training syllabus and agenda/evaluation
1808	03	Coordinate the implementation of the mini-United Nations Program.	Exec Office	850530	Curriculum package, program and evaluation
1808	04	Coordinate fund raising with the private sector to provide for program expenses.	Exec Office	841231	Financial report
1808	05	Coordinate evaluation of Embassy Adoption Program.	Exec Office	850630	Evaluation report
1808	06	Coordinate communication activities for parents, community groups and media coverage.	Educ Tchnlgy	850630	Schedules of events
1808	07	Develop/adapt/adopt new programs for systemwide and/or local school implementation as appropriate.	Program Dev	850628	Program(s) developed/adapted/adopted

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1809	03	Recommend improvements in the overall IJHSI Program.	Program Dev	840831	Recommendations
1809	04	Prepare and disseminate IJHSI parent agreements to regional offices.	Program Dev	840831	Transmittal memoranda
1810		**PROVIDE ADDITIONAL TRAINING FOR TEACHERS AND SUPERVISORS IN TECHNIQUES TO INCREASE STUDENT'S ALT AND REDUCE OFF-TASK ACTIVITIES IN THE CLASSROOM.**			
1810	01	Produce report of proceedings of national time-on-task conference.	Program Dev	840930	Final report
1810	02	Disseminate conference report.	Program Dev	841031	Dissemination list and appropriate correspondence
1810	03	Identify, recommend, acquire and disseminate supplemental time-on-task materials and processes to support and improve ALT activities.	Program Dev	000012	Disseminated materials/processes
1810	04	Support the implementation of recommended processes to support and improve ALT activities.	Program Dev	850628	Monitoring reports and recommendations

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of Instruction

SGO REF NO (1C) LRO: Direct and monitor special programs for the gifted and talented, the Model Academic High School, and other
LRO Status (I) (1) identified groups.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C01		**IMPLEMENT A COMPREHENSIVE ACADEMIC PROGRAM FOR GRADES 9-12 AT THE BANNEKER ACADEMIC HIGH SCHOOL.**			
1C01	01	Participate in, and monitor the work of, the established accreditation committees during the year of self-study.	Exec Office	850630	Reports on file
1C01	02	Provide supervisory support for classroom instruction as described in the educational plan for Banneker Academic High School.	Inst Svc Ctr	850630	Monthly reports on file
1C01	03	Evaluate the HI-SCIP program as it relates to Banneker students and make necessary recommendations where applicable.	Exec Office	850630	Program of scheduled conferences and recommendations on file
1C01	04	Expand the existing offerings of advanced placement courses.	Exec Office	850630	Master Schedule
1C01	05	Plan and assist in an expansion of the Banneker-Howard University relationship, particularly in the area of fine arts.	Exec Office	850630	Reports on file

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C01	06	Implement an educational plan that is comprehensive and one that stresses excellence as its only criterion.	Exec Office	850630	Plan on file
1C01	07	Design and supervise the expansion of tenth grade English to include preparation for the PSAT leading to Merit Scholars.	Exec Office	850630	Approved design on file
1C01	08	Continue to design a staff development program that is creative and comprehensive.	Exec Office	850630	Approved staff development schedule
1C01	09	Provide the mechanism that will assure parental, public, and student participation in the Banneker program.	Exec Office	850630	Comprehensive plan and record of parental/student/public participation
1C01	10	Coordinate an effective follow-up program of the 1984 graduating class.	Exec Office	850630	Banneker and the D.C. Public Schools
1C01	11	Maintain active and participating membership in professional and civic organizations.	Exec Office	850630	Records on file
1C01	12	Maintain a working relationship with neighboring secondary schools.	Exec Office	850630	Reports and agendas

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C02		**ASSIST WITH THE DEVELOPMENT OF GIFTED AND TALENTED PROGRAMS IN GRADES K-9.**			
1C02	01	Refine operational guidelines and standards for gifted and talented program.	Inst Svc Ctr	840901	Approved guidelines and standards
1C02	02	Review program materials from existing gifted and talented Program.	Program Dev	840731	Comments on program review
1C02	03	Develop and disseminate program materials.	Inst Svc Ctr	850630	Flyers
1C02	04	Participate in meetings and conferences on gifted and talented.	Program Dev	000012	Meetings and conference agendas
1C02	05	Provide staff development and instructional support for participating teachers.	Inst Svc Ctr	850630	Course grade sheets and attendance records
1C02	06	Provide technical assistance, as appropriate, to Gifted and Talented Program.	Program Dev	000012	Documentation of assistance rendered
1C02	07	Monitor and evaluate program implementation.	Inst Svc Ctr	850630	Monitoring and evaluation reports
1C02	08	Coordinate the Olympics of the Mind Program activities.	Inst Svc Ctr	850630	Competition records

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C06	02	Assign full-time and participating student teachers for spring semester.	Instr Svc Ctr	850131	Approved assignments
1C06	03	Obtain list of potential cooperating teachers from principals and regions.	Instr Svc Ctr	850331	Lists of potential cooperating teachers by school and region
1C06	04	Assign observation students.	Instr Svc Ctr	850430	Approved assignments
1C06	05	Maintain and manage curriculum and textbook library resources.	Instr Svc Ctr	850630	Shelf collection and circulation cards
1C07		**DIRECT AND MONITOR THE EMERITUS TEACHERS PROGRAM.**			
1C07	01	Evaluate previous year's overall program.	Exec Office	840730	Monitoring schedules and end-of-year report
1C07	02	Plan and schedule program activities.	Exec Office	840730	Milestone chart
1C07	03	Schedule and meet with administrators of participating schools.	Exec Office	840930	Milestone chart, monitoring reports and student rosters
1C07	04	Conduct orientation workshop for classroom teachers.	Exec Office	841001	Workshop agendas and evaluation summaries
1C07	05	Coordinate and monitor the implementation of the program.	Exec Office	000012	Monitoring schedules and reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C08		**DIRECT AND MONITOR THE IBM WRITING-TO-READ NATIONAL MARKETING PROJECT.**			
1C08	01	Develop teacher training package for the IBM Writing-to-Read National Marketing Project.	Educ Tchnlgy	850102	Training package developed
1C08	02	Supervise the teacher training for the IBM Writing-to-Read National Marketing Project.	Educ Tchnlgy	850630	Documentation of ten site visits and supervision
1C08	03	Produce video tapes describing the IBM Writing-to-Read National Marketing Program.	Educ Tchnlgy	841231	Video tapes produced
1C09		**DIRECT AND MONITOR THE NATIONAL URBAN LEAGUE/XEROX GRANT PROJECT.**			
1C09	01	Supervise the installation of Xerox 820-II computers at Anacostia High School for the National Urban League/Xerox grant.	Educ Tchnlgy	841231	Documentation of installation
1C09	02	Assist in the selection of software for the Xerox computers at Anacostia High School.	Educ Tchnlgy	850630	Recommended software
1C09	03	Provide in-service training for personnel involved in the National Urban League/Xerox Grant at Anacostia High School.	Educ Tchnlgy	850630	Documentation of in-service training

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 year 01 month 30 day**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1003		**SELECT/DEVELOP COMPUTER SOFTWARE FOR USE IN SUBJECT-AREA PROGRAMS.**			
1003	01	Provide instruction in software review.	Educ Tchnlgy	850131	In-service agenda
1003	02	Review the criteria for computer courseware selection of other school systems.	Educ Tchnlgy	841230	Documentation of criteria for courseware selection of other school systems
1003	03	Interface with Instructional Services Center on identification of areas for computer courseware purchase.	Educ Tchnlgy	850630	Areas for computer courseware purchase identified
1003	04	Interface with Instructional Services Center on review and evaluation of commercially available computer software packages.	Educ Tchnlgy	850630	Documentation of review and evaluation
1003	05	Make recommendations for purchase of computer software.	Educ Tchnlgy	850630	List of recommendations
1004		**FACILITATE THE SELECTION AND INSTALLATION OF TECHNOLOGY FOR INSTRUCTION, CLASSROOM MANAGEMENT, ADMINISTRATION AND COMMUNICATION PURPOSES.**			
1004	01	Coordinate with Safety and Security in providing security in 76 additional schools for the installation of computer laboratories.	Educ Tchnlgy	840831	76 computer laboratories secured

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C03		**DIRECT AND MONITOR THE JUNIOR HIGH SCHOOL BASIC SKILLS CENTER PROGRAM.**			
1C03	01	Inventory and requisition consumable materials.	Inst Svc Ctr	840731	Materials inventory and copies of requisitions
1C03	02	Design and implement orientation meetings for principals, assistant principals and supervisory personnel.	Inst Svc Ctr	841130	Program agendas
1C03	03	Assist members of Division of Quality Assurance with design and implementation of program evaluation.	Inst Svc Ctr	850630	Evaluation model and report
1C03	04	Design and provide staff development through in-service courses and workshops for participating teachers.	Inst Svc Ctr	850630	Course outlines and evaluations
1C03	05	Provide on-site instructional support for participatng teachers.	Inst Svc Ctr	850630	Request forms and daily log entries
1C04		**DIRECT AND MONITOR THE DEGREES OF READING POWER PROGRAM.**			
1C04	01	Determine the implementation status of the program.	Inst Svc Ctr	840731	Status Report
1C04	02	Conduct student testing related to program implementation.	Instr Svc Ctr	841030	Test results on file

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C04	03	Coordinate workshop presentations and other in-service activities.	Instr Svc Ctr	850630	Workshop agendas and evaluation summaries
1C04	04	Coordinate and monitor the implementation of the program.	Instr Svc Ctr	850630	Monitoring schedules and reports
1C05		**DIRECT AND MONITOR THE SUCCESS IN READING AND WRITING PROGRAM.**			
1C05	01	Coordinate and provide orientation training for principals, assistant principals and supervisory personnel.	Instr Svc Ctr	850131	Program agenda(s); approved training schedule
1C05	02	Conduct meetings, workshops, observations and inter-visitations.	Instr Svc Ctr	850630	Schedule of monthly visitations, workshops, meetings
1C05	03	Monitor program implementation.	Instr Svc Ctr	850630	Request feedback, visitations, observation forms, monthly reports
1C05	04	Disseminate success program materials.	Instr Srv Ctr	950630	Brochures, newsletters, letters amd articles about the program
1C05	05	Develop evaluation plan.	Instr Svc Ctr	850630	Evaluation design
1C06		**DIRECT AND MONITOR THE FIELD-SERVICE PLACEMENT OF PROSPECTIVE TEACHERS.**			
1C06	01	Assign full-time and participating student teachers for fall semester.	Instr Svc Ctr	840930	Approved assignments

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of Instruction

SGO REF NO (1D) LRO: Direct the development and application of technology to the solution of problems related to the
LRO Status (P) (1) improvement of classroom instruction and classroom management.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1002		PLAN FOR THE EFFECTIVE INTEGRATION OF COMPUTER EXPERIENCES FOR STUDENTS INTO EXISTING SUBJECT-AREA PROGRAMS.			
1002	01	Identify areas of subject-area programs in which the teaching of the content material may be facilitated by using the computer as a vehicle of instruction.	Inst Svc Ctr	850630	Identified areas
1002	02	Provide assistance in identifying additional subject-area programs that may be facilitated by using the computer as a vehicle of instruction.	Educ Tchnlgy	850630	Documentation of assistance
1002	03	Survey and analyze the existing computer-assisted instruction (CAI) software for the District of Columbia Public Schools.	Educ Tchnlgy	841231	Documentation of CAI program analysis
1002	04	Select subject-area teachers for training in selecting/developing suitable courseware.	Inst Svc Ctr	850630	Lists of teachers participating in training and subsequent selection or review of courseware
1002	05	Review test data to identify areas that CAI may contribute to improvement of instruction.	Educ Tchnlgy	850131	Identified areas

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C10		**DIRECT AND MONITOR THE IBM MODEL SCHOOLS PROJECT.**			
1C10	01	Supervise the installation of 72 IBM computers in five school sites (Wilkinson, Hine, Hart, Douglass, Johnson).	Educ Tchnlgy	840930	Documentation of installation
1C10	02	Coordinate the CAI activities at the five schools for the IBM Model Schools Project.	Educ Tchnlgy	850630	Documentation of coordination
1C10	03	Provide supervision of the IBM Model Schools Project.	Educ Tchnlgy	850630	On-site visits and supervision

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Date:	Ongoing = 000012	Quarterly = 001234	Others = 85 01 30 year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1004	02	Supervise the installation of computer laboratories in 76 additional schools.	Educ Tchnlgy	841130	Documentation of installed computer laboratories
1004	03	Select appropriate software for computer laboratories.	Educ Tchnlgy	841031	Recommended software
1004	04	Conduct in-service program for teachers to use computers and software in the computer laboratories.	Educ Tchnlgy	841130	In-service meeting dates
1004	05	Provide in-service procedural assistance for the Digital 350 microcomputers.	Educ Tchnlgy	850630	Records of support
1004	06	Provide diagnostic and maintenance assistance for the Digital 350 microcomputers.	Educ Tchnlgy	850630	Records of service
1004	07	Provide computer supplies to all schools.	Educ Tchnlgy	850630	Records of dissemination of supplies
1004	08	Provide retraining of teachers/administrators/other staff on the use of the Digital 350 microcomputers.	Educ Tchnlgy	850630	Records of training dates
1004	09	Supervise the operation of the Computer Literacy Training Laboratory.	Educ Tchnlgy	850630	Record of on-site visits
1004	10	Supervise the IBM Writing-to-Read Model Schools Program.	Educ Tchnlgy	850630	Record of on-site visits

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1004	11	Train approximately 2,000 teachers in computer literacy to meet recertification requirements.	Educ Tchnlgy	850630	Documentation of training
1004	12	Monitor the implementation of the summer computer camp program.	Educ Tchnlgy	840831	Record of on-site visits
1004	13	Establish a software resource center.	Educ Tchnlgy	850630	Appropriate software selected
1004	14	Provide technical assistance to school computer labs.	Educ Tchnlgy	850630	Documentation of assistance
1004	15	Follow procedural guidelines for review, selection and evaluation of hardware.	Educ Tchnlgy	850630	Adherence to procedural guidelines
1004	16	Monitor vendor compliance with contract specifications for computer literacy.	Educ Tchnlgy	850630	Documentation of vendors compliance with contract specifications
1004	17	Update and present position papers on cable TV to the Program Committee of the D.C. Cable Television Design Commission.	Educ Tchnlgy	850630	Updated position papers on cable TV
1004	18	Participate in the education task force of the District of Columbia Cable Television Design Commission.	Educ Tchnlgy	850630	Documentation of participation
1004	19	Attend the Mayor's Cable Television Planning and Development Workshop.	Educ Tchnlgy	850630	Documentation of attendance

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1004	20	Coordinate with Microband Corporation of America to install an Instructional Television Fixed Service (ITFS) transmission system.	Educ Tchnlgy	841231	Documentation of installation
1004	21	Design and install ITFS studio.	Educ Tchnlgy	841231	Documentation of plan
1004	22	Select and publish ITV schedule for appropriate programs to be aired on ITFS.	Educ Tchnlgy	841230	Appropriate TV programs selected
1004	23	Purchase and install TV sets for 13 schools.	Educ Tchnlgy	841231	Documentation of installation
1004	24	Conduct ITV workshop with 13 schools.	Educ Tchnlgy	850131	ITV workshop agendas
1004	25	Coordinate implementation of ITFS Project.	Educ Tchnlgy	850630	Documentation of coordination
1004	26	Revise seventh grade mathematics and science ITV teachers guide.	Educ Tchnlgy	840831	Revised teacher guides
1004	27	Coordinate the implementation of the second phase of the ITV project.	Educ Tchnlgy	850630	Documentation of planning
1004	28	Conduct on-site observations of all project schools.	Educ Tchnlgy	850630	Record of on-site visits
1004	29	Interface with Division of Quality Assurance to make evaluation plan.	Educ Tchnlgy	841231	Approved evaluation plan

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1004	30	Interface with Office of Quality Assurance to submit final report.	Educ Tchnlgy	850630	Final report
1004	31	Continue implementation of AIMS in local schools.	Educ Tchnlgy	850630	Documentaion of implementation
1004	32	Monitor and evaluate AIMS in local schools.	Educ Tchnlgy	850630	On-site visits and evaluation document
1004	33	Provide in-service program for teachers/ administrators on AIMS.	Educ Tchnlgy	850630	In-service program agenda
1005		**PROVIDE TECHNICAL ASSISTANCE ON EDUCATIONAL TECHNOLOGY TO MAJOR OFFICES, INDIVIDUALS, OPERATING UNITS AND OTHER IDENTIFIED GROUPS.**			
1005	01	Provide technical assistance for Chapter I Parent Computer Lending Program.	Educ Tchnlgy	850630	Documentation of technical assistance
1005	02	Provide technical assistance to offices, divisions, regions and local schools in educational technology.	Educ Tchnlgy	850630	Documentation of technical assistance

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

Education Plan 84-85 - Office of Instruction

SGO REF NO (1E) LRO: Direct a study of the school system's grade organization and the development of appropriate recommendations.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1E02		**SECURE FEEDBACK FROM OFFICES, DIVISIONS, REGIONS, LOCAL SCHOOLS AND COMMUNITY.**			
1E02	01	Request feedback from Grade Organization Study discussion paper from appropriate offices.	Program Dev	840831	Memorandum
1E03		**ANALYZE FEEDBACK AND PREPARE REPORT FOR SUPERINTENDENT.**			
1E03	01	Forward study design with feedback to Superintendent.	Program Dev	840928	Study design and transmittal memorandum

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Date:	Ongoing = 000012	Quarterly = 001234	Others = 85 01 30 year month day

Education Plan 84-85 - Office of Instruction

SGO REF NO (1F) LRO: Improve educational and career options for secondary school students through established partnerships with
LRO Status (I) (1) the private sector, designed to complement existing academic programs.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1F02		**PROVIDE TECHNICAL ASSISTANCE IN THE DEVELOPMENT AND IMPLEMENTATION OF ESTABLISHED PUBLIC/PRIVATE PARTNERSHIP PROGRAMS.**			
1F02	01	Support the implementation of the public/private partnership program by reviewing curriculum developed for that program.	Inst Svc Ctr	000012	Records of review and comments
1F02	02	Monitor program operations to determine areas where assistance is needed.	Program Dev	001234	Quarterly program status briefings
1F02	03	Assist and coordinate staff development needs of program participants.	Program Dev	841231	Assessment report
1F02	04	Monitor Business Advisory Council relationships with programs.	Program Dev	000012	Agendas and minutes from Business Advisory Council meetings
1F02	05	Assist programs in public relations activities.	Program Dev	000012	Annual list of public relations activities
1F02	06	Assist programs in recruitment strategies.	Program Dev	000012	Annual list of recruitment activities
1F02	07	Manage process for program documentation.	Program Dev	000012	Documentation files

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1F02	08	Analyze documentation data for program decision making.	Program Dev	001234	Quarterly program status briefing
1F02	09	Assist local school curriculum development process.	Program Dev	000012	Quarterly program status briefing
1F02	10	Report long-range and short-range curriculum needs.	Program Dev	001234	Quarterly program status briefing
1F02	11	Coordinate summer curriculum development activities.	Program Dev	840928	Report
1F02	12	Manage interface with key offices on curriculum development.	Program Dev	001234	Record of meetings attended

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of Instruction

SGO REF NO (1G) LRO: Facilitate the transition from traditional vocational programs and facilities to a comprehensive career
LRO Status (P) (1) development program through collaborative planning with the Division of Career Development.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1G01		**INTERFACE WITH THE DIVISION OF CAREER DEVELOPMENT ON THE IMPLEMENTATION OF A TRANSITION PLAN FOR A COMPREHENSIVE CAREER DEVELOPMENT PROGRAM.**			
1G01	01	Provide curriculum materials for subject area programs, staff development, and instructional support to subject area teachers in the vocational programs.	Inst Svc Ctr	000012	Records of services rendered
1G01	02	Provide technical assistance as needed.	Program Dev	000012	Memoranda and reports of assistance rendered

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

SGO REF NO (1H) LRO: Provide instructional support for teachers essential to the effective implementation of subject-area programs.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1H01		**PROVIDE SUPPORT FOR TEACHERS ACCORDING TO GUIDELINES OF THE COMPREHENSIVE MODEL FOR INSTRUCTIONAL SUPERVISION.**			
1H01	01	Provide for teachers curriculum materials, subject area program guidelines, and a management system.	Inst Svc Ctr	850630	Curriculum products, program standards, guidelines, meetings and workshop agendas
1H01	02	Provide special support services, staff development, and criterion assessment.	Inst Svc Ctr	850630	Course completion records, special program materials and reports
1H01	03	Provide for textbook review and recommendations and participate in the update of facilities standards as requested.	Inst Svc Ctr	850630	Textbook recommendations, facilities standards

305

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

SGO REF NO (3A) LRO: Design a Multi-Year Plan for SY 1983-87; and update the Multi-Year Plan on an annual basis.

LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A03		**REVISE/MODIFY/REFINE PLANNING PROCESS.**			
3A03	01	Review monitoring data from previous year in developing SY 1985-86 plan.	Program Dev	841231	Recommendation for plan development
3A03	02	Obtain suggestions from offices, divisions, regions and others for plan improvement.	Program Dev	841231	Suggestions for plan improvement
3A03	03	Develop/update planning process timetable and materials.	Program Dev	850215	Tramsmittal memoranda and approved planning materials
3A03	04	Brief representatives from major offices on SY 1985-86 plan development process.	Program Dev	850329	Agenda of meeting; briefing materials
3A03	05	Provide guidance/technical assistance in development of Office annual plans.	Program Dev	850629	Memoranda and reports of assistance rendered
3A03	06	Coordinate with DIRM on computerization of the plan.	Program Dev	850629	Memoranda
3A03	07	Consolidate/finalize Annual Plan and submit to Superintendent for review and approval.	Program Dev	850629	Approved Annual Plan

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A03	08	Coordinate with Procurement Branch to print the Annual Plan.	Program Dev	850629	Printed Plan
3A03	09	Implement and facilitate the automated monitoring of the Office Education Plans.	Program Dev	001234	Quarterly monitoring reports, transmittal memoranda
3A04		**UPDATE MULTI-YEAR PLAN IN CONJUNCTION WITH THE DEVELOPMENT OF ANNUAL PLANS AND THE ANNUAL BUDGET CYCLE.**			
3A04	01	Update the Multi-Year Plan for SY 1985-86.	Exec Office Inst Svc Ctr	850530	Approved plan
3A04	02	Add, revise/delete intermediate objectives as required.	Exec Office Inst Svc Ctr	850628	Record of additions, revisions/deletions
3A04	03	Realign timeframes as required.	Program Dev	850628	Approved timeframes
3A04	04	Assist the Budget Division in identifying school system needs and priorities for each budget cycle.	Program Dev	850115	Transmittal memoranda, survey of system needs and priorities
3A04	05	Assist in the examination of the base budget to ensure alignment of the school system's resources with system needs and priorities.	Program Dev	850215	Transmittal memoranda with comments on alignment
3A04	06	Review and comment on the annual Budget Development Plan.	Program Dev	850515	Transmittal memoranda with review and comments

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

SGO REF NO (3A) LRO: Develop a long-term facilities plan from which an annual facilities plan will be extracted.
LRO STATUS (P) (2)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A05		**OUTLINE A TIMEFRAME AND PLAN WHICH WILL LEAD TO THE PUBLICATION OF A FRAMEWORK FOR A DRAFT COMPREHENSIVE MASTER FACILITIES PLAN.**			
3A05	01	Identify major components of the comprehensive facilities plan.	Program Dev	841231	Approved components
3A05	02	Outline tasks associated with various phases of the facilities planning process.	Program Dev	850228	Task chart
3A05	03	Identify documentation that is critical to development of the plan.	Program Dev	841231	Listing of requirements
3A05	04	Develop timeframe for completion of defined phases of supportive base documentation.	Program Dev	841231	Schedule for documentation completion
3A05	05	Establish communication and involvement with appropriate offices within the school system and other agencies.	Program Dev	000012	Memoranda, correspondence, reports of meetings
3A05	06	Prepare preliminary draft of outline for plan or plan components.	Program Dev	850628	Draft outline on file

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30** (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A06		**DOCUMENT UTILIZATION OF EACH SCHOOL BUILDING IN A MANNER WHICH MAY BE UPDATED ANNUALLY VIA EXCEPTION REPORTING.**			
3A06	01	Establish procedures for assessment of utilization effectiveness.	Program Dev	840831	Published procedures and transmittal memoranda
3A06	02	Prepare small scale plans of schools as a component of buildings information package and use as survey instruments.	Program Dev	000012	Completed drawings
3A06	03	Perform buildings surveys.	Program Dev	000012	Completed survey forms
3A06	04	Prepare regular progress report of utilization documentation.	Program Dev	000012	Periodic utilization reports
3A06	05	Input utilization information into automated file.	Program Dev	000012	Printout of utilization reports
3A06	06	Implement utilization update procedures at selected schools.	Program Dev	841130	School reports
3A07		**MAINTAIN AND APPROPRIATELY EXPAND BUILDING BASE DATA IN SUPPORT OF LONG-TERM FACILITIES PLANNING AND SPACE MANAGEMENT.**			
3A07	01	Collect data on enrollment, operational costs, staffing, and programs from various offices.	Program Dev	850228	Receipt of information on file

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A07	02	Complete profiles on annual basis.	Program Dev	850531	Published profiles
3A07	03	Revise profiles containing information on building utilization.	Program Dev	850430	Revised format for profiles; inclusion in annual publication
3A07	04	Identify additional information to be established as part of data base in support of facilities planning.	Program Dev	000012	Identified requirements
3A07	05	Incorporate documented utilization of buildings into data base.	Program Dev	000012	Current floor plan and space utilization file
3A08		**REDEFINE THE CAPACITY OF ALL SCHOOL BUILDINGS ACCORDING TO A DOCUMENTED FORMULA AND ILLUSTRATED IN A PLAN AS A PART OF BUILDING BASE DATA.**			
3A08	01	Draft policy, directives, or procedures concerning building capacities.	Program Dev	841031	Approved policy statements/procedures
3A08	02	Submit recommendations concerning capacity figures at the elementary level.	Program Dev	841231	Recommend capacity figures
3A08	03	Publish prototype of capacity verification process for classroom buildings.	Program Dev	850228	Publish and disseminate prototype
3A08	04	Review capacities for open space schools.	Program Dev	840628	Report (consultant)

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A09		**RESOLVE POLICY CONSIDERATIONS AND REQUIREMENTS ON ISSUES WHICH HAVE DIRECT BEARING ON FACILITY UTILIZATION AND PLANNING.**			
3A09	01	Identify issues in need of policy directives.	Program Dev	000012	Listing of policy considerations
3A09	02	Request administrative assistance from executive office as appropriate.	Program Dev	000012	Transmittal memoranda
3A09	03	Draft recommendations, reports or policy	Program Dev	000012	Recommendations, reports on policy
3A10		**DEVELOP CLUSTER PLANNING AS THE MAJOR COMPONENT OF THE FACILITIES PLANNING PROCESS.**			
3A10	01	Develop several clusters as prototypes of the cluster planning process.	Program Dev	850628	Cluster reports
3A10	02	Illustrate how clusters of schools fit into the framework for a comprehensive facilities plan.	Program Dev	841231	Reports
3A10	03	Define key documentation that should be completed with cluster planning as required for the comprehensive facilities plan.	Program Dev	841231	Reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRTICIAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A10	04	Support all custer planning efforts in in a manner easily replicated.	Program Dev	841231	Documentation
3A10	05	Define possilbe cluster configurations throughout the entire school district as part of the comprehensive planning framework.	Program Dev	850628	Report

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

SGO REF NO (3B) LRO: Design and establish public/private partnerships.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3B01		ASSIST IN THE PLANNING AND DEVELOPMENT TO DESIGN AND ESTABLISH NEW PUBLIC/PRIVATE PARTNERSHIP PROGRAMS.			
3B01	01	Attend exploratory planning meetings.	Program Dev	850628	Record of attendance
3B01	02	Coordinate development of preliminary design for designated partnership.	Program Dev	850628	Preliminary design
3B01	03	Manage interface of new program with key system offices.	Program Dev	850628	Related correspondence and/or meetings
3B01	04	Monitor development of designated program and provide technical assistance as needed.	Program Dev	850628	Quarterly program status briefings

313

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of Instruction

SGO REF NO (3C) LRO: Develop annual budget plans for the planning period SY 1983-87 in accordance with the Rules of the Board
LRO Status (I) (1) Education.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C01		**DETERMINE ANNUAL BUDGET REQUIREMENTS FOR THE OFFICE AND DIVISIONS.**			
3C01	01	Identify new/continuing operations/ services for FY 1986-87.	Exec Office Program Dev	850630	List of projected new/continuing operations and services
3C01	02	Project personnel and other resource needs to implement planned level(s) of services in FY 1986-87.	Exec Office Program Dev Educ Tchnlgy Inst Svc Ctr	850630	Identified personnel and resource needs
3C01	03	Determine annual budget requirements for FY 1986-87.	Exec Office Program Dev Educ Tchnlgy Inst Svc Ctr	850630	Identified requirements
3C01	04	Develop annual budget requirements.	Exec Office Educ Tchnlgy Inst Svc Ctr	850630	Finalized recommended budget
3C01	05	Develop budget justifications to budget questions.	Exec Office Program Dev Educ Tchnlgy Inst Svc Ctr	000012	Transmittal memoranda and budget materials

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C02		**PREPARE AND SUBMIT ANNUAL BUDGET PLANS TO BUDGET DIVISION.**			
3C02	01	Prepare and submit FY 1986-87 Office annual budget plan to the Office of Management Services.	Exec Office	850630	Finalized recommended budget
3C03		**IMPLEMENT ONGOING PROGRAMS BASED ON APPROPRIATED FUNDS.**			
3C03	01	Prepare/secure allotments for FY 1984-85 budgeted programs.	Exec Office	841030	Approved allotments
3C03	02	Implement ongoing FY 1984-85 programs based on appropriated funds.	Exec Office	850630	Expenditure reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

Education Plan 84-85 - Office of Instruction

SGO REF NO (5B) LRO: Explore the feasibility of establishing public/private partnerships for potential involvement in designing
LRO Status (P) (1) and implementing educational programs.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5B01		**COLLABORATE WITH THE OFFICE OF THE SUPERINTENDENT IN EXPLORING THE FEASIBILITY OF ESTABLISHING NEW PUBLIC/PRIVATE PARTNERSHIP PROGRAMS.**			
5B01	01	Advise on the educational potential of proposed partnerships as requested.	Program Dev	000012	Summary of pertinent data
5B01	02	Analyze the impact of proposed partnerships on system resources as requested.	Program Dev	000012	Analysis of findings
5B01	03	Recommend appropriate actions to the Office of Instruction and the Office of the Superintendent.	Program Dev	000012	Recommendations

316

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of Instruction

SGO REF NO (5C) LRO: Provide professional development opportunities for administrative, instructional and educational support staff.
LRO STATUS (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5C01		**PROVIDE IN-SERVICE TRAINING OPPORTUNITIES FOR SCHOOL SYSTEM PERSONNEL.**			
5C01	01	Continue meetings of the planning group for Superintendent's 1984 Summer Conference.	Program Dev	000012	Agendas of planning meetings
5C01	02	Explore feasibility of installing computerized registration process for Superintendent's 1984 Summer Conference and make recommendations.	Program Dev	840705	Feasibility report and recommendations
5C01	03	Implement recommendations for registration process.	Program Dev	840817	Status report and recommendations
5C01	04	Plan/organize conference activities.	Program Dev	840817	Agendas of meetings, committee assignments
5C01	05	Implement summer conference.	Program Dev	840824	Conference agenda
5C01	06	Convene planning group evaluation meeting of summer conference.	Program Dev	840928	Agenda

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5C01	07	Request evaluation of conference from the Division of Quality Assurance.	Program Dev	840901	Memorandum of request
5C01	08	Request payment of conference expenses.	Program Dev	840928	Transmittal memoranda
5C01	09	Complete conference report.	Program Dev	840928	Conference report
5C01	10	Establish planning group for Superintendent's 1985 Summer Conference.	Program Dev	850420	Memoranda/correspondence establishing committee
5C01	11	Convene planning group.	Program Dev	000012	Agenda
5C01	12	Prepare budget for 1985 conference.	Program Dev	850628	Approved budget

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

SGO REF NO (5E) LRO: Establish and implement programs which provide a working relationship between the University of the
LRO Status (I) (1) District of Columbia and the District of Columbia Public Schools.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5E01		**EXTEND AND SUPPORT THE EXISTING LIAISON COOPERATION, COORDINATION AND COLLABORATION WITH THE UNIVERSITY OF THE DISTRICT OF COLUMBIA AND DCPS.**			
5E01	01	Collaborate with University of the District of Columbia personnel in the design and implementation of in-service courses.	Inst Svc Ctr	000012	Course completion records
5E01	02	Collaborate with the UDC faculty in departmental evaluations.	Inst Svc Ctr	000012	Recommendations

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

Education Plan 84-85 - Office of Instruction

SGO REF NO (5F) LRO: Implement an accountability model which will ensure the effective functioning of schools.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F01		**ESTABLISH A COMPREHENSIVE PROGRAM OF STAFF DEVELOPMENT AND IN-SERVICE TRAINING FOR IDENTIFIED GROUPS IN ALL AREAS TARGETED BY THE SUPERINTENDENT.**			
5F01	01	Provide staff development and in-service training through meetings, workshops, and courses for identified groups.	Inst Svc Ctr	850630	Schedules of meetings or workshop agendas, course completion records
5F01	02	Provide technical assistance to regions and schools in the implementation of the Instructional Services Delivery Model.	Inst Svc Ctr	850630	Request forms, workshop objectives and evaluation summaries

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

SGO REF NO (6A) LRO: Provide information on the issues, needs and operations of the DCPS to the Board of Education and various
LRO Status (P) (1) constituencies.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6A01		PROVIDE INFORMATION ABOUT MULTI-YEAR EDUCATION PLAN TO PARENTS AND OTHER CITIZENS.			
6A01	01	Attend appropriate Board committee meetings, and provide information as required.	Program Dev	000012	Agendas of meetings and/or reports
6A01	02	Disseminate SY 1984-85 Annual Plan.	Program Dev	840928	Dissemination list, memoranda, transmittal correspondence

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

SGO REF NO (6C) LRO: Support and advocate Board policies to staff and public.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6B03		PROVIDE PARENTS OF SECONDARY STUDENTS WITH A GRADING AND PROMOTION POLICY HANDBOOK.			
6B03	01	Develop a grading and promotion handbook for secondary students.	Inst Svc Ctr	850630	Approved handbook
6B03	02	Disseminate grading and promotion policy handbook.	Inst Svc Ctr	850630	Transmittal memoranda

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of Instruction

SGO REF NO (6C) LRO: Expand and increase opportunities for community participation in the educational process by keeping parents
LRO Status (P) (1) and the community informed of the operation of the system and by supporting the policies of the Board.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C01		**PROVIDE PARENTS AND COMMUNITY WITH OPPORTUNITIES TO PARTICIPATE IN LOCAL, REGIONAL, AND CITYWIDE OPERATIONS AND PROGRAMS.**			
6C01	01	Identify public relations needs for Public/Private Partnership Programs and coordinate local school and central office responses.	Program Dev	001234	Quarterly program status briefings
6C01	02	Attend appropriate Board Committee meetings, and provide information as required.	Exec Office Inst Svc Ctr Prog Dev Educ Tchnlgy	000012	Board reports, memoranda, briefing papers
6C01	03	Continue meetings of the SY 1984-85 American Education Week (AEW) Planning Group.	Program Dev	000012	Agenda, proceedings
6C01	04	Plan/organize systemwide AEW celebration.	Program Dev	841109	Agendas of meetings
6C01	05	Prepare budget for SY 1984-85 AEW celebration.	Program Dev	841109	Approved budget

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C01	06	Implement systemwide AEW activities.	Program Dev	841109	Final AEW program of activities
6C01	07	Convene planning group - AEW evaluation meeting.	Program Dev	841130	Agenda
6C01	08	Ensure payment of AEW expenses.	Program Dev	841220	Invoices; transmittal memoranda
6C01	09	Complete AEW report and evaluation.	Program Dev	841220	Conference report and evaluation
6C01	10	Establish AEW planning group for SY 1985-86 systemwide activities.	Program Dev	850430	Memoranda/correspondence establishing committee
6C01	11	Convene planning group.	Program Dev	000012	Agenda, proceedings

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

NEW/REVISED POLICY CONSIDERATIONS: That the Student Progress Plan be revised to reflect annual promotions.

MONITORING: The monitoring process for the Office of Instruction will: 1) provide documentation for the implementation of the Comprehensive Education Plan, 2) provide a means for each division to report progress in the implementation of the plan, 3) supply information to each division about its tasks and responsibilities, 4) yield information needed by the Office to identify quickly and accurately activities which are not on target for achievement of the comprehensive plan. All objectives included in the Education Plan, SY 1984-85 of the Office of Instruction have been developed using the missions, goals, planning assumptions, resources and constraints and the Superintendent's Statement of General Objectives. Formative data will be collected and analyzed as an important means for monitoring process and product achievement. Data will be collected on an ongoing basis and redirections will be made as required.

EVALUATION: The Associate Superintendent will have evaluations conducted to determine the degree to which performance and objectives were achieved in the context of the annual and multi-year plans. Formative evaluation reports and data will be analyzed and used to make quantitative and qualitative judgements about the attainment of long range and intermediate objectives. Summative evaluation will be used as a basis for reassessment and future planning.

- OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS

EDUCATION PLAN SY 1984-85

OFFICE: Office for Special Services and State Affairs

DATE APPROVED BY SUPERINTENDENT: July 31, 1984

ACCOUNTABLE OFFICER: Dr. Wilbur A. Millard, Associate Superintendent

APPROVED:

MISSION STATEMENT: The Office for Special Services and State Affairs administratively directs, monitors and evaluates the Division of Special Education and Pupil Personnel Services, the Department of Adult and Community Education, The Department for Grants Administration, the Department of Personnel Certification and Accreditation, the Department of Staff Development, the Volunteer Services and Training Branch, and the Office of Ombudsman to ensure that their respective programs are designed and managed in such a way as to reflect the productive use of resources towards the achievement of the goals and objectives of the school system. Under the administration of the Chief State School Officer, the Office for Special Services and State Affairs seeks to create a coordinated framework for the achievement of state-equivalent functions on an inter- and intra-agency basis.

FUNCTIONS: The Office for Special Services and State Affairs, through respective organizational units, administers state-equivalent educational programs and services. The Division of Special Education and Pupil Personnel Services administers all programs and activities supported by the Education for All Handicapped Children Act (P.L. 94-142) and ensures that a free and appropriate public education and required related services are provided to all identified handicapped children and youth in the District of Columbia. It provides general supervision of all programs; monitors and evaluates them from a state-level perspective; and, provides necessary training and technical assistance to ensure compliance with applicable laws, regulations and court mandates. This division operates and supervises the special education programs serving handicapped students in the District; it administers and manages federal grants awarded to the District of Columbia for the education of handicapped students and training of staff serving them. From the S.E.A., it monitors psychology and social work services to focus on the prevention of and intervention in instructional and learning problems. Through the Child Study Center, it provides state level diagnostic and placement services to handicapped children and youth in the District of Columbia. The Department of Adult and Community Education provides planned adult learning experiences with the D.C. Public Schools and the City, ensuring multiple opportunities and alternatives for adult learners in need of basic adult education, employability and life-coping skills, and high school completion through diploma and/or the general education development certificate. The Department of Staff Development plans, develops and coordinates professional development and in-service training and incentive activities to support staff and educational personnel to improve instructional programs. The Volunteer Services and Training Branch utilizes community volunteers to provide instructional support for elementary students; provides after-school tutorial assistance for secondary students; uses volunteers to monitor attendance; and, provides enrichment experiences. The Department for Grants Administration manages processes and procedures to acquire, administer, distribute and report the use of private and federal funds to support educational programs. The Department of Personnel Certification and Accreditation provides professional certification to those who seek it and recommends approval of teacher education programs in the institutions of higher learning in the District of Columbia. The Office of Ombudsman administers the formal complaints process pursuant to P.L. 94-142 and provides optional mediation services to parents seeking to resolve differences with the school system regarding the provision of special education programs and services to handicapped students.

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (1A) LRO: Provide a continuum of programs and services to meet the needs of adults, out-of-school youth, handicapped
LRO Status (P) (1) students and youth in need of specialized educational programs and supportive services.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A01		**DEVELOP AND IMPLEMENT SPECIAL EDUCATIONAL PROGRAMS TO MEET THE IDENTIFIED NEEDS OF HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT APPROPRIATE.**			
1A01	01	Determine program needs through tuition and I.E.P. review.	Spcl Ed&PPS	840715	Approved programs; monitoring and evaluation reports
1A01	02	Provide technical assistance to Regions.	Spcl Ed&PPS	840715	Documentation of assistance rendered
1A01	03	Monitor and evaluate quality of programs.	Spcl Ed&PPS	000012	Monitoring and evaluation reports
1A02		**IMPLEMENT AND MONITOR THE SERVICE DELIVERY SYSTEM TO IDENTIFY, ASSESS AND PLACE STUDENTS NEEDING SPECIALIZED EDUCATIONAL PROGRAMS AND SERVICES.**			
1A02	01	Develop a model to monitor the service delivery.	Spcl Ed&PPS	840701	Approved monitoring model
1A02	02	Complete development of non-discriminatory assessment document.	Spcl Ed&PPS	840915	Approved document
1A02	03	Monitor the service delivery model.	Spcl Ed&PPS	850601	Monitoring report

330

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A03		**ESTABLISH AND IMPLEMENT A SPECIALIZED AUTOMATED DATA RETRIEVAL SYSTEM TO MEET THE FEDERAL, BOARD AND LEGAL REPORTING REQUIREMENTS FOR SPECIAL EDUCATION.**			
1A03	01	Establish procedures to accurately and appropriately count and report handicapped students receiving special education and related services.	Spcl Ed&PPS	841001	Superintendent's Directive and subsequent enrollment reports
1A03	02	Develop functions and data requirements for system.	Spcl Ed&PPS	841030	User requirements documentation
1A03	03	Review program specifications, users manual and operations manual with ADP staff.	Spcl Ed&PPS	841115	Documentation of design characteristics and program/software specifications
1A03	04	Test pilot program and software.	Spcl Ed&PPS	841130	Test analysis report
1A03	05	Implement completed automated system.	Spcl Ed&PPS	850115	Scheduled reports prepared through and by automated system
1A04		**ESTABLISH CRITERIA AND PROCEDURES FOR THE CERTIFICATION AND COMPLETION OF, OR GRADUATION FROM SPECIAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS.**			
1A04	01	Develop procedures and documents to implement new policy.	Spcl Ed&PPS	840701	Approved implementation plan and Superintendent's directive

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1A04	02	Monitor implementation of the procedures.	Spcl Ed&PPS	001234	Monitoring reports
1A05		**DEVELOP AND IMPLEMENT PROGRAMS IN ADULT AND COMMUNITY EDUCATION AND ALTERNATIVE PROGRAMS FOR OUT-OF-SCHOOL YOUTH AND ADULTS TO AUGMENT REGULAR INSTRUCTION.**			
1A05	01	Prepare program statements, offerings and staff assignments based on assessment of identified needs.	Adlt&Com Ed	840930	Completed program statements, offerings and staff assignments
1A05	02	Establish liaison with Division of Career Development for joint program planning and funding.	Adlt&Com Ed	840930	Completed plans and financial reports
1A05	03	Submit program staffing plans for approval.	Adlt&Com Ed	840930	Approved program and corresponding fiscal plans

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (1B) LRO: Provide educational support services which will assist in the improvement of student achievement.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1B01		**MODIFY AND IMPLEMENT A SYSTEM FOR THE UTILIZATION OF PSYCHOLOGY AND SOCIAL WORK SERVICES TO FOCUS ON PREVENTION AND INTERVENTION.**			
1B01	01	Monitor implementation of the service delivery model.	Spcl Ed&PPS	000012	Monthly monitoring reports
1B01	02	Provide regions and other appropriate accountable offices with monitoring findings and referral/placement data and trends.	Spcl Ed&PPS	000012	Individual regional and child study reports; reports to the Committee on Specialized Education
1B01	03	Develop models for psychology and social programs focusing on intervention and prevention of instructional/learning problems.	Spcl Ed&PPS	841001	Revised Psychology and Social Work Handbook
1B01	04	Establish updated process and procedures for non-discriminatory assessment.	Spcl Ed&PPS	840915	Handbook and directive for non-discriminatory assessment

333

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (1C) LRO: Provide specialized programs and services for handicapped students in local school.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1C01		**ESTABLISH (AND EXPAND) SPECIAL EDUCATION PROGRAMS IN THE LOCAL SCHOOLS THROUGH A SPECIAL EDUCATION PARTNERSHIP PROGRAM.**			
1C01	01	Review and update current I.E.P.'s for state level students including assurance of review and update from regions.	Spcl Ed&PPS	840830	Certification of update as recorded with each student's I.E.P.
1C01	02	Provide technical assistance in program design and development to the regions.	Spcl Ed&PPS	840830	Documents specifying program needs, objectives and strategies, agendas and related correspondence pertinent to meetings with regions
1C01	03	Provide in-serivce training and staff development to regional and local school staff.	Spcl Ed&PPS	000012	Monthly reports of staff development activities conducted
1C01	04	Monitor regional and local school special education program and service delivery.	Spcl Ed&PPS	000012	Monitoring design and periodic reports of activities; documents outlining necessary corrective actions and recommendations
1C01	05	Ensure three-year re-evaluation of students in SY 1984 cycle.	Spcl Ed&PPS	850601	Certification from regional offices and other District agencies that the required re-evaluations have been completed

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (1D) LRO: Establish and implement a comprehensive program for staff development and in-service training for all system
LRO Status (P) (1) employees targeted by the Superintendent and Executive Staff.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1D01		**PLAN, IMPLEMENT AND COORDINATE CITYWIDE STAFF DEVELOPMENT ACTIVITIES FOR EG, ET, WB, WG, ES, AND DS EMPLOYEES BASED ON SYSTEM OBJECTIVES AND IDENTIFIED NEEDS.**			
1D01	01	Collect and consolidate needs data on staff development activities throughout the D. C. Public Schools.	Staff Dev	840702	Report of identified needs
1D01	02	Integrate all staff development activities and programs into a comprehensive program.	Staff Dev	840730	Approved comprehensive systemwide staff development program
1D01	03	Publish a citywide calendar and directory for staff development activities.	Staff Dev	001234	Documents disseminated
1D01	04	Conduct staff and professional development and in-service programs.	Staff Dev	000012	Participant applications; program syallabi; training and contract documents
1D01	05	Monitor the programs.	Staff Dev	000012	Monitoring reports
1D01	06	Evaluate program effectiveness.	Staff Dev	850630	Evaluation reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (1H) LRO: Implement programs and practices that will strengthen instructional supervision.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1H01		**DEVELOP/REFINE/IMPLEMENT OFFICE PLANS THAT WILL STRENGTHEN INSTRUCTIONAL SUPERVISION.**			
1H01	01	Submit office goals and objectives for approval.	Exec Office	840701	Approved goals and objectives
1H01	02	Develop division/office/school action plans based on approved goals and objectives.	Exec Office	840730	Approved plans
1H01	03	Implement divisional/office/school action plans.	Exec Office	840930	Reports indicating operational status
1H01	04	Monitor program implementation.	Exec Office	000012	Checklist and reports on progress of implementation of plans
1H01	05	Evaluate program.	Exec Office	850630	Copies of evaluation reports
1H02		**PROVIDE LEADERSHIP FOR THE IMPLEMENTATION OF DIVISIONAL AND DEPARTMENTAL PLANS.**			
1H02	01	Provide planning activities targeting strategies for divisional/office school plans and program implementation.	Exec Office	000012	Agenda of activities

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
1H02	02	Conduct meetings to discuss implementation problems, corrective action or other required program adjustments.	Exec Office	000012	Agenda of weekly meetings
1H03		**MONITOR PLANS.**			
1H03	01	Monitor implementation.	Exec Office	000012	Monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (2A) LRO: Provide a grants planning and management process to support a comprehensive education and service delivery system
LRO Status (P) (1) through the coordination and integration of federal funds in the budget process.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A02		ESTABLISH AND IMPLEMENT A GRANTSMANSHIP PROGRAM TO PROVIDE NOTICE OF FUNDS AVAILABLE, FEDERAL RFP'S AND TO PROVIDE TECHNICAL ASSISTANCE.			
2A02	01	Using established process and procedures, receive RFP's, review for applicability and disseminate to appropriate offices, branches and divisions.	Grants Admin	000012	Records of RFP's received and their disposition; responses of offices and proposals generated
2A02	02	Review existing procedures for revisions or improvements.	Grants Admin	840930	Revised or improved procedures or record of review findings
2A02	03	Conduct technical assistance to school system applicant offices in the preparation of federal grant applications according to guidelines.	Grants Admin	850630	Written responses and comments to applicant offices
2A02	04	Review Chapter 1 and Chapter 2 L.E.A. Program applications and determine compliance with federal regulations.	Grants Admin	850530	Letters of S.E.A. approval of L.E.A. applications
2A02	05	Establish and implement a staff development program in grantmanship and proposal development.	Grants Admin	850630	Revised training plan and record of activities

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (3A) LRO: Prepare and implement a comprehensive multi-year plan for SY 1983-87 from which an Annual Education Plan
LRO Status (P) (1) can be extracted.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A01		DEVELOP ANNUAL PLAN.			
3A01	01	Establish Office priorities.	Exec Office	850430	Agendas of meetings
3A01	02	Revise/delete Office intermediate objectives as required.	Exec Office	850430	Updated intermediate objectives
3A01	03	Receive and review draft annual plans from divisions and departments and return for revision.	Exec Office	850515	Updated draft plans
3A01	04	Finalize plan and submit to Superintendent.	Exec Office	850615	Approved plan

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (3C) LRO: Develop annual budget plans for the multi-year planning period SY 1983-87 in accordance with Rules of the
LRO Status (P) (1) Board of Education.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C02		**DEVELOP AND SUBMIT THE PROGRAM PLAN FOR ADULT EDUCATION AS REQUIRED BY P.L. 91-230 TO THE U.S. DEPARTMENT OF EDUCATION.**			
3C02	01	Develop and implement program plan based on funding level.	Adlt&Com Ed	850630	Revised program plan
3C02	02	Realign positions based on approved program plan.	Adult&Com Ed	850630	Modified budget plan
3C02	03	Submit Three-Year Program Plan to U.S. Department of Education.	Adlt&Com Ed	850501	Approved plan
3C02	04	Monitor and evaluate program for compliance.	Adlt&Com Ed	850630	Monitoring and evaluation reports
3C03		**PREPARE AND RECOMMEND PROPOSED FY 1986-87 BUDGET FOR ALL ORGANIZATIONAL UNITS OF THE OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS.**			
3C03	01	Identify new/continuing operations/ services for FY 1986-87.	Exec Office	850531	List of projected new/continuing operations and services
3C03	02	Project personnel and other resource needs to implement planned level(s) of services in FY 1986-87.	Exec Office	850531	Identified personnel and resource needs

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C03	03	Determine annual budget requirements for SY 1986-87.	Exec Office	850615	Identified requirements
3C03	04	Develop and submit annual budget requirements.	Exec Office	850630	Finalized recommended budget
3C04		**PREPARE AND SUBMIT TO THE DEPARTMENT OF EDUCATION A COMPREHENSIVE THREE-YEAR PROGRAM PLAN FOR THE EDUCATION OF THE HANDICAPPED.**			
3C04	01	Review FY 1984-86 State Plan to determine necessity of amendments.	Spcl Ed&PPS	841001	Citation of required amendments
3C04	02	Submit necessary amendments and program reports to U.S.O.E.	Spcl Ed&PPS	850201	Proposed amendments submitted to U.S. Office of Education

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (5A) LRO: Implement an accountablilty model in the OSSSA to ensure the effective and timely delivery of appropriate
LRO Status (P) (1) specialized and supportive services to students, as well as administrative offices, divisions, regions and local schools.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5A01		**ESTABLISH AND IMPLEMENT A SYSTEM AND PROCEDURE TO MONITOR AND EVALUATE BOTH L.E.A. AND S.E.A PROGRAMS FUNDED UNDER BLOCK AND OTHER DISCRETIONARY GRANTS.**			
5A01	01	Establish procedure and schedule for monitoring compliance with federal regulations pertinent to the administration of E.C.I.A. grants.	Grants Admin	840930	Monitoring reports rendered in accordance with stipulated timeline
5A01	02	Monitor E.C.I.A. and other grant program compliance.	Grants Admin	850630	Compliance monitoring reports and recommendations
5A01	03	Establish approved process for the evaluation of E.C.I.A. grants.	Grants Admin	840930	Approved evaluation designs for L.E.A.
5A01	04	Evaluate E.C.I.A. grants.	Grants Admin	850630	Timely formative and summative evaluation reports submitted to appropriate DCPS offices and the Department of Education

LRO Status Code:	**P = In Planning**	**I = Implemented**	**NI = Not Implemented**
Completion Date:	**Ongoing = 000012**	**Quarterly = 001234**	**Others = 85 01 30** **year month day**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5A02		**ESTABLISH A REGIMEN AND TIMETABLE TO ENSURE QUALITY AND TIMELY DELIVERY OF PROGRAMS AND SERVICES.**			
5A02	01	Establish procedures and schedule for monitoring all programs under jurisdiction of the Office.	Exec Office	840930	Monitoring reports rendered in accordance with stipulated timeline
5A02	02	Evaluate all personnel in accordance with procedures established by the Division of Human Resource Management.	Exec Office	850630	Evaluations of all Office for Special Services and State Affairs employees on file in the D.H.R.M.

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Date:	Ongoing = 000012	Quarterly = 001234	Others = 85 (year) 01 (month) 30 (day)

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (5C) LRO: Provide professional development opportunities and training for administrative, instructional and educational support staff.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5C01		ESTABLISH AND IMPLEMENT A COMPREHENSIVE PROGRAM FOR STAFF DEVELOPMENT AND IN-SERVICE TRAINING FOR ALL SCHOOL SYSTEM EMPLOYEES.			
5C01	01	Design staff development activities for D.C.P.S. personnel based on system objectives and other identified needs.	Staff Dev	840730	Approved staff development programs
5C01	02	Review applications for recertification credit for courses, workshops and institutes based on identified standards.	Staff Dev	000012	Approved applications
5C01	03	Review applications for graduate credit in cooperation with the Metropolitan Council on Staff Development.	Staff Dev	000012	Approved applications
5C01	04	Identify consultants and instructors as needed.	Staff Dev	000012	Approved consultants and instructors
5C01	05	Provide orientation for trainers and instructors.	Staff Dev	000012	Evaluation reports
5C01	06	Disseminate course announcements and publications.	Staff Dev	000012	Copies of announcements
5C01	07	Conduct formative and summative evaluations.	Staff Dev	000012	Copies of evaluations and compilations of data

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5C01	08	Coordinate mechanisms for program support, including media equipment and software supplies, space, clerical and reproduction services.	Staff Dev	000012	Record of program support activities
5C01	09	Plan/implement/coordinate training programs.	Staff Dev	000012	Copies of program plan and rosters of participants
5C01	10	Improve staff through school-generated competitive projects which will improve staff capability in the area of instruction and leadership.	Staff Dev	850401	Approved projects and awarding of grants

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = $\underset{\text{year}}{\underline{85}}$ $\underset{\text{month}}{\underline{01}}$ $\underset{\text{day}}{\underline{30}}$

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (5F) LRO: Implement a process for the accreditation of teacher education programs. submit proposed licenses for
LRO Status (P) (1) ET-15 employees and monitor for compliance with Rules of the Board, the re-certification of teachers and administrators.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F01		**IMPLEMENT A PROCESS AND PROCEDURE FOR THE ACCREDITATION OF TEACHER PREPARATION AND IN-SERVICE TRAINING PROGRAMS PURSUANT TO THE BOARD RULES.**			
5F01	01	Review courses, workshops and seminars to ascertain whether the activities meet recertification standards.	Pers Certif	000012	Approved courses, workshops and seminars
5F01	02	Develop and coordinate a training workshop for D. C. National Association of State Directors of Teacher Education.	Pers Certif	841130	Completion of training workshop
5F01	03	Plan and coordinate evaluation team activities for the accreditation of teacher preparation programs at Trinity College and American University.	Pers Certif	850430	Completed evaluation visits
5F01	04	Complete final evaluation report for Superintendent and Board approval.	Pers Certif	850430	Approved evaluation reports
5F01	05	Notify universities and colleges of program accreditation.	Pers Certif	850531	Accredited teacher preparation programs

LRO Status Code: P = In Planning   I = Implemented   NI = Not Implemented

Completion Date: Ongoing = 000012   Quarterly = 001234   Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F02		**REVIEW ALL ET-15 LICENSES AND RECOMMEND REVISIONS TO THE BOARD OF EDUCATION FOR FINAL RULE MAKING.**			
5F02	01	Review selected ET-15 license(s).	Pers Certif	850131	Revised/modified licenses
5F02	02	Submit recommended modifications to the Superintendent and Board for approval.	Pers Certif	850331	Approved licenses
5F02	03	Develop plans for implementation of the license requirements.	Pers Certif	850430	Orientation of appropriate staff in D.C.P.S.
5F02	04	Disseminate approved license(s) to D.C.P.S. personnel and community through appropriate channels and mechanisms.	Pers Certif	850531	List of agencies which have received the licenses
5F03		**MONITOR COMPLIANCE WITH RULES OF THE BOARD OF EDUCATION PERTAINING TO RE-CERTIFICATION OF TEACHERS AND OFFICERS WITHIN PRESCRIBED TIMELINES.**			
5F03	01	Review and evaluate applicants' documentation for recertification.	Pers Certif	000012	List of candidates for recertification and termination
5F03	02	Submit list of eligible/ineligible candidates to Division of Human Resource Management.	Pers Certif	000012	Personnel action taken

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F04		**ESTABLISH A PROGRAM TO CERTIFY ALL EDUCATIONAL PERSONNEL WHO SEEK IT IN THE DISTRICT OF COLUMBIA.**			
5F04	01	Develop the process and procedure for the certification of educational personnel in the District of Columbia.	Pers Certif	840715	Plan approved by the Associate Superintendent
5F04	02	Seek staff and fiscal resources to conduct the certification process and procedures as required by existing RULES.	Pers Certif	840815	Memoranda of request
5F04	03	Develop and submit proposed RULES for a state-equivalent certification process and fee structure for educational personnel in the District of Columbia.	Pers Certif	841030	Submission of proposed RULES changes to the Board
5F04	04	Implement the monitoring process.	Pers Certif	001234	Monitoring reports as requested
5F04	05	Implement the evaluation process.	Pers Certif	001234	Formative and summative evaluation reports
5F04	06	Develop user specifications for an automated system and other enhancements.	Pers Certif	850131	Computerized certification information

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

SGO REF NO (6A) LRO: Provide information to the Board of Education on the needs of the handicapped, adults and other students
LRO Status (P) (1) with special needs.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6A01		SUBMIT TIMELY BOARD REPORTS, MEMORANDA, BULLETINS, NEWS RELEASES, GENERAL PUBLICATIONS AND OTHER INFORMATION AS REQUIRED.			
6A01	01	Attend appropriate committee meetings and provide information as required.	Exec Office	000012	Briefing reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (6B) LRO: Support and advocate Board policies to staff and public.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6B01		**DISSEMINATE DIRECTIVES AND MEMORANDA DIRECTLY RELATED TO BOARD POLICIES AND MONITOR THEIR IMPLEMENTATION.**			
6B01	01	Prepare directives and memoranda related to Board policies.	Exec Office	000012	Disseminated directives and memoranda
6B01	02	Disseminate and interpret directives to volunteers and community as required.	Exec Office	850630	Disseminated information (copies)
6B02	03	Monitor the implementation.	Exec Office	000012	Monitoring reports

350

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office for Special Services and State Affairs

SGO REF NO (6C) LRO: Develop, establish, and implement programs for community awareness and advocacy to support the goals and
LRO Status (P) (1) objectives of the school system with respect to the handicapped, adults and other students with special needs.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C01		**EXTEND AND ENHANCE EXISTING LIAISONS, COOPERATION, COORDINATION AND COLLABORATION WITH APPROPRIATE BRANCHES, DIVISIONS AND COMMUNITY ORGANIZATIONS.**			
6C01	01	Attend Board of Education Committee meetings and board meetings of other community and advisory groups.	Exec Office	000012	Briefing reports
6C01	02	Identify appropriate groups with which liaisons should be established.	Exec Office	000012	Established liaisons and staff assigned to attend meetings
6C01	03	Identify area for which community input and support is desirable or needed.	Exec Office	000012	Plan for the use of input and or support
6C02		**ESTABLISH AND IMPLEMENT A PROCESS AND PROCEDURE FOR THE RESOLUTION OF COMPLAINTS RELATED TO IDENTIFICATION, ASSESSMENT AND PLACEMENT OF HANDICAPPED.**			
6C02	01	Receive and facilitate the resolution of complaints and problems from parents, advocates and other citizens.	Ombudsman	000012	Mail log and monthly reports

LRO Status Code:	P = In Planning	I = Implemented	NI = Not Implemented
Completion Date:	Ongoing = 000012	Quarterly = 001234	Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C02	02	Receive requests for optional mediation from parents and assistant superintendents.	Ombudsman	000012	Mail log and monthly reports
6C02	03	Conduct optional mediation.	Ombudsman	000012	Log of cases
6C02	04	Conduct orientation sessions for staff, community and advocates to acquaint them with the formal complaints process and optional mediation.	Ombudsman	000012	List of orientation sessions and evaluation data
6C02	05	Monitor the complaints process.	Ombudsman	000012	Log of cases, reports
6C03		**EXTEND AND ENHANCE PROGRAM FOR ORIENTATION/TRAINING FOR ALL VOLUNTEERS.**			
6C03	01	Coordinate overall programs for volunteer utilization in D.C.P.S.	Vlntr Svcs	000012	Copies of action plans, correspondence
6C03	02	Establish new volunteer programs based on assessed needs of local schools and system.	Vlntr Svcs	000012	Approved programmatic plans and implementation schedule for model projects
6C03	03	Coordinate orientation of school staff to the effective use of volunteers and volunteer services.	Vlntr Svcs	000012	Materials developed for orientation meetings, copies of meeting agendas and attendance rosters

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C03	04	Collect and consolidate data on volunteer usage throughout system.	Vlntr Svcs	000012	Records provided by the Data Transfer System (DTS), Superintendent's recognition ceremony, souvenir booklets
6C03	05	Coordinate the development of appropriate training and orientation opportunities for volunteers and local school coordinators.	Vlntr Svcs	000012	Orientation and training materials; evaluation forms; planning meetings with trainers/presenters
6C03	06	Strengthen the networking process to facilitate exchange of information between other state and local volunteer programs and the Volunteer Services Branch.	Vlntr Svcs	000012	Memberships, agendas
6C03	07	Coordinate implementation of appropriate systemwide volunteer recognition activities.	Vlntr Svcs	850630	Superintendent's recognition ceremony

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

NEW/REVISED POLICY CONSIDERATIONS: The Office will recommend amendments and/or revisions to existing Board policy addressing the certification of educational personnel in the District of Columbia Public Schools.

MONITORING: All divisions and departments within the Office are responsible for some aspect of the monitoring process. During SY 1984-85, two (2) types of monitoring will be done: process monitoring and program monitoring. Process monitoring will determine to what extent the processes used in carrying out divisional activities and tasks are consistent with the Rules of the Board of Education, directives of the Superintendent, federal and other legislative regulations, school system operating procedures, and contribute to the achievement of the stated goals and objectives of the school system. When and where necessary, this monitoring process includes the identification of problems or possible audit exceptions, and recommendations of alternative strategies of corrective action necessary to achieve the objectives and/or maintain compliance. Program monitoring will consist of the development of a system to determine whether critical tasks related to the objectives stated in this plan are being performed within the context of quality program formulation and timelines, in order that division objectives can be achieved according to specification. Program monitoring at the office level relates to the broad programs designed to carry out the major goals and objectives of the Office. At the operational level, the monitoring is the responsibility of divisions/departments which have accountability for their respective programs.

EVALUATION: Each division and department is responsible for the internal evaluation of its subordinate sections and units. The process to be employed is that which is generally stated in the DCPS evaluation model. In essence, utilizing the discrepancy model approach, each division will determine its intended/planned inputs (resources), processes and outputs for each objective and compare them with the actual or observed inputs, processes and outputs for each respective objective. An analysis of the output data will determine the extent to which stated objectives were met and the goals achieved. The data will include statements of achievement, relationships between the discrepancy/agreement, reports and observed outputs, any conclusions which can be drawn, and any implications in the finding after all the data is analyzed. The data will be used for decision making and for planning future programs.

- OFFICE OF MANAGEMENT SERVICES

EDUCATION PLAN SY 1984-85

OFFICE: Office of Management Services

DATE APPROVED BY SUPERINTENDENT: July 31, 1984

ACCOUNTABLE OFFICER: Dr. James T. Brown, Associate Superintendent

APPROVED:

MISSION STATEMENT: The OFFICE OF MANAGEMENT SERVICES plans, directs, coordinates, monitors and evaluates major operational functions which support the mission and priorities of the educational programs of the D.C. Public Schools. This mission is addressed in accordance with efficient and effective administrative practices and procedures, Rules of the Board of Education, and regulations of the District and Federal Governments.

FUNCTIONS: The EXECUTIVE OFFICE provides leadership and direction for effective implementation of systemwide financial and business management policies, procedures and activities. This Office has responsibility for the following functions: financial management endeavors; budgetary activities involving formulation and execution of annual operating and capital budgets; monitoring the annual acquisition of federal funds and other financial resources available for support of the educational programs; custodial operations and maintenance of facilities; technical assistance for major plant renovations and new construction; supervision and coordination of personnel functions; comprehensive data processing programs; printing and reproduction services; food services program; procurement and warehousing of equipment and supplies; transportation of students, distribution of materials and supplies, and mail deliveries.

The DIVISION OF FINANCE is responsible for establishing and maintaining a system of internal accounting control. The objectives of the system are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss or unauthorized use, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. The Financial Analysis Branch generates financial forecasts, prepares monthly analysis reports, maintains a cash flow management program; and coordinates with the District for the preparation of a Comprehensive Annual Financial Report (CAFR). The Fund Control and Audit Branch validates the availability of authority prior to the obligations and disbursements of funds in the Financial Management System. The Payroll Branch processes the time and attendance certification reports in order to generate compensation checks to all employees.

To accomplish the responsibilities of the BUDGET DIVISION, six ongoing activities are employed. These include budget formulation, budget control and monitoring, budget implementation and modification, economic forecasting and co-related program planning, information analysis and research and information dissemination. The BUDGET DIVISION has the responsibility for budget development and allotment control for all appropriated and non-appropriated funds. This responsibility includes the development of both revenue and expenditure estimates, preparation of statistical and justification documents, preparation of support material for legislative testimony, preparation of supplemental data, issuance of control allotments, approval of budget changes and other associated budgetary tasks.

FUNCTIONS: (Cont'd)

The DIVISION OF MANAGEMENT PLANNING AND ANALYSIS has the responsibility for ascertaining that administrative and accounting controls are organized in a manner that provides reasonable assurance that assets are safeguarded from unauthorized use or disposition, and that records are reliable for the purpose of guiding effective decision making. The Division determines the degree to which administrative policies and directives are being followed, that internal controls are adequate and effective, assets are being properly protected from loss, that financial records are complete and accurate, and that the degree of compliance with legal requirements is sufficient. Where deficiencies occur, the Division has the responsibility for providing solution alternatives and recommending courses of action necessary to implement the selected alternative. The Division analyzes management operations for efficiency and effectiveness, and as a result of the findings, recommends change where necessary.

The DIVISION OF BUILDINGS AND GROUNDS has the responsibility for directing, coordinating, monitoring, evaluating and establishing maintenance and repair and improvements programs for 199 facilities. The DIVISION OF BUILDINGS AND GROUNDS is composed of nine branches. They are: Repairs and Improvements, Regional Facility Managers, Fixed Equipment, Grounds, Technical Assistance, Production Control, Contracts and Procurement, Information Systems, and Architectural and Engineering.

The DIVISION OF HUMAN RESOURCE MANAGEMENT has the responsibility for 1) formulating and recommending personnel management policies and procedures; 2) planning and establishing programs to carry out personnel management functions; 3) assigning responsibilities and exercising supervision over personnel activities under several different pay systems and classification criteria; 4) building and maintaining cooperative relationships with employee organizations; 5) evaluating effectiveness and results and employee performance; and, 6) developing personnel programs to promote employee moral and motivation.

In the DIVISION OF INFORMATION RESOURCE MANAGEMENT, the Educational Support Unit is responsible for creating and managing an information program to monitor the student registration, student assessment and student services resources of the school system; the Resource Management Unit is responsible for creating and managing an information program to monitor the personnel and financial resources of the school system; the Logistical Support Unit is responsible for creating and managing an information program to monitor the material resources of the school system; the Planning, Project Control and Office Automation Unit is responsible for planning, recommending strategies, developing standards, monitoring hardware utilization, providing quality assurance, maintaining project status and accountability reports, providing oversight for the Word Processing Unit, and maintaining telecommunication functions; while the Operations Support Unit is responsible for operating all non-instructional computer hardware, monitoring the security and safety of the hardware, and ensuring that it is operated effectively and efficiently.

In the DIVISION OF LOGISTICAL SUPPORT, the Procurement Branch is responsible for the management of all public school procurement activities, including negotiated services and contracts for construction services; the Supply Management Branch is responsible for providing management direction for the repair of all movable equipment, the transport of pupil lunches, distribution and warehousing of supplies and equipment, reproduction and clerical services for the central administration and the schools, systemwide mail services, and property accountability; the Food Services Unit is responsible for providing breakfast and lunches for elementary needy pupils, the operation of all cafeterias and kitchens, the free milk program and the distribution of surplus commodities; and, the Transportation Unit is responsible for the transport of handicapped children, the movement of students to and from comprehensive high schools and Career Centers, field and athletic trips and for transportation services in support of administrative requirements.

Education Plan 84-85 - Office of Management Services

SGO REF NO (2A) LRO: Improve the operating efficiency in the Office of Management Services.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A01		**REFINE INTERNAL ADMINISTRATIVE PROCEDURES FOR ALL DIVISIONS.**			
2A01	01	Request update of internal administrative procedures from each division director.	Exec Office	840815	Requested procedures received
2A01	02	Review updated internal procedures.	Exec Office	840830	Review completed
2A01	03	Recommend streamlining actions to ensure uncomplicated administrative procedures.	Exec Office	840930	Division directors' review and comment
2A01	04	Assess the revised internal administrative procedures to determine their effectiveness.	Exec Office	841230	Impact report
2A02		**ASSESS, IMPLEMENT, AND MODIFY INTRA- AND INTER-DIVISIONAL PROCEDURES.**			
2A02	01	Request updated intra- and inter-divisional procedures from division directors.	Exec Office	840830	Requested procedures submitted
2A02	02	Review and assess intra- and inter-divisional procedures submitted by division directors.	Exec Office	001234	Review completed

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A02	03	Recommend modifications after discussions with division directors.	Exec Office	840930	Division directors' review and comment
2A02	04	Implement and monitor the modified procedures.	Exec Office	001234	Impact report
2A03		**DEVELOP A CADRE OF EFFECTIVE MID-LEVEL MANAGERS.**			
2A03	01	Assess strengths and weakness of staff.	All Units	840801	Annual ratings
2A03	02	Reclassify positions with specific indications of required skills and duties.	All Units	850630	Draft position descriptions
2A03	03	Establish and emphasize developmental techniques (upward mobility).	All Units	000012	Approved career ladder(s)
2A03	04	Implement recommendations made by the Ferguson/Bryan study.	Bldgs & Grnd	000012	Increased management and productivity
2A03	05	Expose staff to professional opportunities: training, interaction with other offices, interaction with other agencies.	All Units	000012	Training records, records of experiences and assignments
2A03	06	Provide opportunities for new assignments and/or expanded responsibility.	All Units	000012	Evidence of new assignments

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30 (year month day)**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A03	07	Remain abreast of advanced technologies in the state-of-the-art.	All Units	000012	Expanded use of professional publications
2A03	08	Recruit quality personnel for potential growth into the mid-level management area.	All Units	000012	New staff
2A04		**PROVIDE TRAINING FOR MID-LEVEL MANAGERS IN APPROPRIATE AREAS.**			
2A04	01	Conduct analysis of operating methodologies to determine needed improvements.	All Units	001234	Identified training needs
2A04	02	Develop specific training programs for mid-level managers.	All Units	841230	Approved training programs
2A04	03	Schedule training time/space.	All Units	841230	Approved schedule
2A04	04	Utilize government/private sector expertise to instruct mid-level managers.	All Units	001234	List of outside human resources utilized in training
2A04	05	Implement training activities.	All Units	000012	Evaluation reports, attendance sheets; roster of participants
2A05		**EXPAND THE EXISTING RANGE OF TECHNICAL AND CLERICAL SERVICES.**			
2A05	01	Integrate automation/computerized processes into clerical function.	All Units	000012	Automated clerical functions

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30 (year month day)**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A05	02	Review and analyze forms requirements.	All Units	001234	Identified requirements/needs
2A05	03	Provide appropriate training opportunities to clerical staff.	All Units	000012	Roster of participants
2A05	04	Provide technical liaison assistance to systems users ensuring all development needs are clearly identified.	DIRM	000012	DIRM liaison staff assigned to each DCPS operating division
2A05	05	Obtain approval of word processing standards for systemwide use.	DIRM	841130	Approved standards
2A05	06	Implement word processing standards.	DIRM	000012	Status report(s)
2A05	07	Provide recurring word processing support such as budget preparations, training, etc.	DIRM	000012	Log of services rendered
2A06		**EFFECT ON-LINE CERTIFICATION FOR TIME AND ATTENDANCE WHILE TRAINING APPROPRIATE PERSONNEL.**			
2A06	01	Finalize design of on-line system.	Exec Office	840930	Design document finalized
2A06	02	Develop computer programs.	Exec Office	841130	Source programs debugged
2A06	03	Develop user manuals and system documentation.	Exec Office	841230	System documentation detailed
2A06	04	Implement system and conduct user training.	Exec Office	850228	Operable system with trained personnel

LRO Status Code:	**P = In Planning**	**I = Implemented**	**NI = Not Implemented**
Completion Date:	**Ongoing = 000012**	**Quarterly = 001234**	**Others = 85 01 30** **year month day**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A07		**AUTOMATE FINANCIAL ANALYSIS REPORTS AND ISSUE ON MONTHLY BASIS.**			
2A07	01	Develop and disseminate monthly report of position changes.	Budget	000012	Report records
2A07	02	Correct the payroll data base.	Finance	000012	Accurate personnel cost reports
2A07	03	Maintain a small task force to stabilize payroll error rate until the development of REMCIS is completed.	Finance	850331	Task force established
2A07	04	Develop and disseminate monthly report of budget changes.	Budget	000012	Report records
2A07	05	Develop and disseminate monthly reprogramming reports.	Budget	000012	Report records
2A08		**AUTOMATE PRE-CERTIFICATION FOR PERSONNEL.**			
2A08	01	Interface with DIRM for technical assistance.	Finance	850331	Record of assistance rendered
2A08	02	Design a crosswalk to track pre-certification.	Finance	850331	Approved crosswalk

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 (year) 01 (month) 30 (day)**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A09		**ESTABLISH AND MAINTAIN AN INVENTORY ACCOUNTING SYSTEM.**			
2A09	01	Review and analyze system requirements.	Logistcl Spt	840731	Approved inventory accounting requirements
2A09	02	Continue development of a work order processing system as outlined in the Ferguson/Bryan reorganization study.	Bldgs & Grnd	840930	Status reports
2A09	03	Determine system requirements for reporting and training.	Logistcl Spt	840731	Approved reporting and training requirements
2A09	04	Examine records data for applicability.	Logistcl Spt	840731	Analysis of data
2A09	05	Coordinate output report.	Logistcl Spt	840731	Memorandum, meeting agendas
2A09	06	Report fixed assets data.	Logistcl Spt	840731	DCPS fixed assets report
2A10		**GENERATE TIMELY PAYMENTS TO VENDORS IN ORDER TO CAPITALIZE ON TIME DISCOUNTS THROUGH THE DAILY SUBMISSION OF VOUCHERS.**			
2A10	01	Recommend internal document processing system.	Logistcl Spt	840701	Assigned responsibilities
2A10	02	Reconvene committee to examine results and coordinate corrective action as necessary.	Logistcl Spt	841031	Status reports, corrective action

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A11		**PREPARE AND ADMINISTER PROCESS FOR HANDLING TEACHER BUY-BACK SICK LEAVE PLAN.**			
2A11	01	Administer Teacher Buy-Back Sick Leave Plan.	Exec Office	000012	Status reports
2A13		**EXPAND INTERNAL AUDITING CAPABILITY FOR ENHANCING CONTROLS AND FOR DETERMINING COMPLIANCE WITH ESTABLISHED POLICIES AND PRACTICES.**			
2A13	01	Identify the scope of services needed.	Mngmnt Plng	841101	Scope of work statement
2A13	02	Determine the methodology of meeting the identified needs.	Mngmnt Plng	850101	Budget request for required resources
2A13	03	Develop an annual audit plan.	Mngmnt Plng	000012	Plan document
2A13	04	Implement audit plan.	Mngmnt Plng	000012	Status report
2A13	05	Monitor the implementation and prepare an evaluation.	Mngmnt Plng	000012	Evaluation document
2A14		**PRIORITIZE ROUTINE FUNCTIONS ACCORDING TO IMPACT UPON SCHOOL SYSTEM.**			
2A14	01	Identify routine functions.	Logistcl Spt	850130	List of routine functions

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A14	02	Review and analyze functional requirements.	Exec Office	840701	Identified functional priorities
2A14	03	Determine priorities.	Exec Office	841001	Established priorities
2A15		**CONDUCT A CONTINUOUS IN-SERVICE TRAINING PROGRAM FOR PLANT MAINTENANCE EMPLOYEES.**			
2A15	01	Select DBG employees who will receive continuous in-service training.	Bldgs & Grnd	850103	Identified employees
2A15	02	Develop specific training.	Bldgs & Grnd	850201	Approved training
2A15	03	Schedule training time/space.	Bldgs & Grnd	850301	Approved schedule
2A15	04	Implement training program.	Bldgs & Grnd	850630	Evaluation reports
2A16		**ESTABLISH AN EFFECTIVE, EFFICIENT SYSTEM TO REDUCE PAPERWORK AND PRODUCE TIMELY, ACCURATE REPORTS.**			
2A16	01	Identify ZBBMS software modifications.	Budget	850130	Modified computer reports
2A16	02	Conduct comprehensive review of administrative practices.	All Units	840730	Written report

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A16	03	Establish design criteria for output reports which confine most or all report output to terminal displays rather than paper printouts.	All Units	840831	Approved design criteria
2A16	04	Establish an electronic log-in for 76-1 and daily correspondence.	Budget	841001	Computer reports
2A16	05	Identify funds to print new forms.	DHRM	841001	Identified funds
2A16	06	Conduct training sessions on utilization of new/revised forms.	DHRM	841130	Schedule of training sessions
2A16	07	Assess and evaluate utilization of new/revised forms.	DHRM	000012	Utilization study
2A16	08	Electronically reconcile budget files.	Budget	841201	Computer reports
2A16	09	Electronically generate monthly financial reports.	Budget	841001	Computer reports
2A16	10	Electronically generate budget graphics.	Budget	841201	Copies of graphics
2A16	11	Utilize computers to transmit draft narrative to the word processors.	Budget	850101	Computer reports
2A16	12	Utilize an electronic spread sheet to generate automatic calculations for allotments, average salary tables, cost calculations, etc.	Budget	841201	Computer records

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A17		**REDUCE NUMBER OF THIRD-CLASS ENGINEERS.**			
2A17	01	Reduce by attrition and reassignment the number of third-class engineers.	Bldgs & Grnd	850630	Reduction in number of third-class engineers
2A18		**EVALUATE ENERGY CONSUMPTION AT EACH SCHOOL AND ESTABLISH APPROPRIATE CONSERVATION MEASURES IN LINE WITH ESTABLISHED ANNUAL ENERGY TARGETS.**			
2A18	01	Continue to install thermostat controls in specific schools which utilize steam radiators.	Bldgs & Grnd	841230	Status reports
2A18	02	Design and implement a 5 Year Energy Conservation Plan.	Mngmnt Plng	850530	Adopted Plan
2A19		**CONSOLIDATE AUTOMATED SUPPLY MANAGEMENT ACTIVITIES TO ELIMINATE DUPLICATION OF EFFORT.**			
2A19	01	Undertake feasibility studies.	Logistcl Spt	840701	Completed feasibility studies
2A19	02	Determine the requirements of an on-line system.	Logistcl Spt Mngmnt Plng	000012	Identified system requirements
2A19	03	Prepare specifications for on-line system.	Logistcl Spt Mngmnt Plng	000012	Written specifications

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A19	04	Design on-line system.	Logistcl Spt Mngmnt Plng	000012	Approved design
2A19	05	Test design and operationalize.	Logistcl Spt Mngmnt Plng	000012	Status reports
2A20		**REVIEW USE OF MINICOMPUTERS IN DIVISION OF LOGISTICAL SUPPORT.**			
2A20	01	Undertake feasibility study for application in conjunction with 2A19.	Logistcl Spt	840701	Report and recommendations
2A20	02	Identify mini sub-system adaptation to host hardware.	Logistcl Spt	840701	Identified system requirements
2A20	03	Review internal data applications.	Logistcl Spt	840701	Functional data processing application
2A21		**DETERMINE EXTENT TO WHICH ELECTRONIC PURCHASING PROCEDURES CAN BE EXPANDED.**			
2A21	01	Conduct feasibility study.	Logistcl Spt	840701	Report and recommendations
2A21	02	Determine system design.	Logistcl Spt	840730	Approved design
2A22		**REPLACE OUTDATED VEHICLES WITH ENERGY-EFFICIENT ONES; REDUCE OPERATIONAL TIME AND IDLING TIME OF VEHICLES.**			
2A22	01	Continue vehicle replacement.	Logistcl Spt	000012	Purchased buses, etc.

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A23		**ANALYZE TRANSPORTATION REQUIREMENTS AND DRIVER TRAINING IN RESPECT TO ENERGY CONSERVATION.**			
2A23	01	Continue ongoing programs.	Logistcl Spt	000012	Status report
2A23	02	Implement 5 year Energy Conservation Plan.	Logistcl Spt	000012	Adopted plan
2A23	03	Establish and implement training schedules.	Logistcl Spt	000012	Training roster
2A24		**IMPROVE FOOD SERVICES ACTIVITIES BY INCREASING PARTICIPATION OF PARENTS AND STUDENTS IN MENU PLANNING.**			
2A24	01	Schedule monthly meetings with Student Advisory Council.	Logistcl Spt	000012	Agendas of meetings
2A24	02	Hold semi-annual Food Commodity Council (student, parents, and administrators) meeting.	Logistcl Spt	001234	Agendas of meetings
2A25		**INSTITUTE IN-SERVICE TRAINING PROGRAMS FOR FOOD SERVICE EMPLOYEES.**			
2A25	01	Develop ongoing in-service training schedule.	Logistcl Spt	000012	Schedule meetings

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30 (year month day)**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2A25	02	Conduct training by consultants and staff involved in cooking, baking, food service management and other areas of general interest.	Logistcl Spt	001234	Training schedule(s)
2A25	03	Provide technical course offerings through intra-district arrangements.	Logistcl Spt	840930	In-service training by Food Services Personnel; UDC trained FS personnel as instructors
2A26		**ESTABLISH PRODUCTION CENTERS TO PRODUCE BREAD, PASTRIES, AND PRE-PLATED MEALS NOW ON CONTRACT TO COMMERCIAL VENDORS.**			
2A26	01	Provide technical assistance by FNS regional office for the establishment and operation of production centers.	Logistcl Spt	840701	Record of technical assistance
2A27		**UPDATE STANDARDS FOR MANPOWER UTILIZATION IN WAREHOUSING, DISTRIBUTION, AND CAFETERIA OPERATIONS.**			
2A27	01	Negotiate the completion of contracts under operational study.	Logistcl Spt	840701	Completed negotiations

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of Management Services

SGO REF NO (2B) LRO: Develop a comprehensive plan for the collection, processing and management of educational and
LRO Status (I) (1) administrative support data into a computer-based management information system (MIS).

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2B01		**CONDUCT A THOROUGH SURVEY OF DATA NEEDS IN MAJOR OFFICES BY REVIEWING CURRENT METHODS FOR COLLECTION, PROCESSING, AND MANAGEMENT OF DATA.**			
2B01	01	Establish data processing steering committee and procedures for meeting data processing needs.	Exec Office	840915	Established revised operating procedures
2B02		**DEVELOP A COMPREHENSIVE PLAN WHICH INCLUDES THE DATA NEEDS AND RESOURCES TO IMPLEMENT A COMPUTER-BASED MANAGEMENT INFORMATION SYSTEM.**			
2B02	01	Identify applicable data elements for MIS.	Logistcl Spt	840730	New data elements identified
2B02	02	Review and evaluate 83-84 Plan adjustments for continued MIS support.	DIRM	841130	Approved Plan adjustments for SY 84-85
2B03		**DETERMINE MIS SUBSYSTEMS AND DEVELOP SCHEDULES AND PRIORITIES.**			
2B03	01	Select data elements that summarizes activities or identifies operational trends.	Logistcl Spt	840701	Summary of trends on file

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2B03	02	Review current schedules and priorities and modify as necessary.	DIRM	841230	Approved schedule modifications
2B04		**IMPLEMENT APPLICATIONS IN THE RESOURCE MANAGEMENT AND CONTROL INFORMATION SUBSYSTEM (REMCIS) UNDER THE MIS.**			
2B04	01	Maintain resource management operational applications such as budgeting systems, personnel accounting, payroll reporting, position control, etc.	DIRM	000012	Current data bases and generated reports
2B04	02	Implement position control and authorization application in the REMCIS subsystem under the MIS.	DIRM	840720	Implemented application
2B04	03	Review subsystem performance with users.	DIRM	840822	Approved performance
2B04	04	Implement the staffing personnel and employee inventory application in the REMCIS subsystem under the MIS.	DIRM	840720	Implemented application
2B04	05	Review subsystem performance with users.	DIRM	840822	Approved performance

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2B04	06	Implement the attendance and payroll processing applications in the REMCIS subsystem under the MIS.	DIRM	840830	Implemented application
2B04	07	Review subsystem performance with users.	DIRM	840910	Approved performance
2B05		**IMPLEMENT APPLICATIONS IN THE STUDENT UNIFIED MANAGEMENT SUBSYSTEM (SUMS) UNDER THE MIS.**			
2B05	01	Maintain educational support operational applications such as student enrollment, report cards, open enrollment, student scheduling, Chapter 1, etc.	DIRM	000012	Current data bases and generated reports
2B05	02	Review the performance with users of the pilot enrollment module in the student registration subsystem.	DIRM	840928	Approved performance
2B05	03	Implement pilot attendance module in the student assessment subsystem.	DIRM	841228	Implemented pilot module
2B05	04	Review the pilot attendance module's performance with users.	DIRM	850330	Approved performance
2B05	05	Implement the student registration enrollment module systemwide.	DIRM	850430	Implemented systemwide module

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2B06		**IMPLEMENT APPLICATIONS IN THE AUTOMATED LOGISTICS MANAGEMENT SUBSYSTEM (ALMS) UNDER THE MIS.**			
2B06	01	Maintain logistical support operational applications such as stolen property, equipment inventory, supply inventory, orders, textbook requisitions, etc.	DIRM	000012	Current data bases and generated reports
2B06	02	Review the conceptual design document for modifications.	DIRM	841030	Revised design
2B06	03	Obtain approval for design.	DIRM	841130	Approved design
2B06	04	Develop systems requirements document.	DIRM	841230	Completed requirements document
2B06	05	Obtain aporoval of requirements.	DIRM	850130	Approved requirements
2B06	06	Develop detail design document for initial ALMS application.	DIRM	850330	Completed design
2B06	07	Implement subsystems.	DIRM	000012	Status reports
2B06	08	Monitor implementation.	DIRM	001234	Monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2B07		**DEVELOP A PLAN FOR THE INTEGRATION OF SUBSYSTEMS INTO A COMPREHENSIVE MIS.**			
2B07	01	Review the status of implemented applications and subsystems under the MIS.	DIRM	850630	Status report
2B08		**IMPLEMENT A COMPUTER-BASED EDUCATIONAL SUPPORT SYSTEM AT THE LOCAL SCHOOL LEVEL (COMPUTER LITERACY PROGRAM) IN CONJUNCTION WITH THE OFFICE OF INSTRUCTION AND THE OFFICE OF THE DEPUTY SUPERINTENDENT.**			
2B08	01	Design and develop automated instructional management system enhancements.	DIRM	850228	Completed development
2B08	02	Implement enhancements systemwide.	DIRM	850429	Implemented enhancements
2B08	03	Develop software catalog for the PC350.	DIRM	000012	Published catalog
2B08	04	Implement electronic mail systemwide.	DIRM	850130	Implemented system
2B09		**DEVELOP A PLAN FOR THE ACQUISITION, IMPLEMENTATION AND MAINTENANCE OF HARDWARE/SOFTWARE.**			
2B09	01	Acquire and maintain hardware/software for computer literacy program.	Logistcl Spt	840701	Records of procurement and/or installation/delivery maintenance agreement

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2B09	02	Monitor performance of DCPS non-instructional hardware and software.	DIRM	000012	Monitoring reports
2B09	03	Develop appropriate plan.	DIRM	841031	Approved plan
2B09	04	Provide routine hardware/software system support.	DIRM	000012	Status reports
2B10		**PROVIDE INTERFACE HARDWARE AND SOFTWARE TO ALLOW ON-LINE, REAL TIME UPDATING OF MIS DATA.**			
2B10	01	Initiate required contracts for hardware and software.	Logistcl Spt	001234	Approved contracts
2B12		**DEVELOP A PLAN FOR THE INTEGRATION OF OFFICE AUTOMATION, RECORDS MANAGEMENT, DECISION SUPPORT SYSTEMS AND OTHER DIRM FUNCTIONS.**			
2B12	01	Provide planning, project control and office automation functions for special programmatic and analytical studies, word processing, telecommunications, etc.	DIRM	000012	Status reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

Education Plan 84-85 - Office of Management Services

SGO REF NO (2D) LRO: Increase effectiveness and productivity of selected programs and operations.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2001		**INITIATE INTERNAL AUDITS OF MANAGEMENT AND FISCAL OPERATIONS.**			
2001	01	Identify the audit area.	Mngmnt Plng	000012	Identified audit area
2001	02	Determine the scope of the audit.	Mngmnt Plng	000012	Field work summary
2001	03	Prepare the audit plan.	Mngmnt Plng	000012	Written plan
2001	04	Conduct the audit	Mngmnt Plng	001234	Status report
2001	05	Report the findings and recommendations.	Mngmnt Plng	001234	Audit report and recommendations
2002		**STUDY MANAGEMENT OPERATIONS AND RECOMMEND IMPROVEMENTS.**			
2002	01	Identify areas to be studied	Mngmnt Plng	001234	Identified areas
2002	02	Develop needs assessment.	Mngmnt Plng	001234	Needs assessment report and identified needs
2002	03	Develop solution alternatives.	Mngmnt Plng	001234	Identified alternatives
2002	04	Select solution alternatives.	Mngmnt Plng	001234	Selected alternatives
2002	05	Develop project plan.	Mngmnt Plng	000012	Approved plan

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2002	06	Implement plan.	Mngmnt Plng	000012	Status report
2002	07	Monitor implementation.	Mngmnt Plng	001234	Monitoring report
2002	08	Provide inventory control with a capability to procure and distribute supplies and materials on demand.	Bldgs & Grnd	841230	Variance reports on completed versus established targets
2002	09	Upgrade the capability of production control to plan, estimate, schedule, and inspect all requested services.	Bldgs & Grnd	841230	Reduction in the number of jobs assigned to General Services
2002	10	Maintain the funding level of energy based upon deregulation, hidden costs, and implementation of energy computer systems.	Bldgs & Grnd	000011	More efficient use of energy, improved mechanical equipment, upgraded facilities
2002	11	Make excess school space available for joint/occupancy and leasing by other agencies and non-profit organizations.	Bldgs & Grnd	000012	Utilization report
2002	12	Complete the modernization of Career Development Centers which are currently under construction, i.e., Chamberlain, Bell and Ellington.	Bldgs & Grnd	850630	Completed modernization

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2003		**DESIGN PROGRAM WHEREBY TERM CONTRACTS ARE SENT INITIALLY TO REGIONAL BUSINESS MANAGERS AND TO THE LOCAL SCHOOLS.**			
2003	01	Complete design of automated report.	Logistcl Spt	840631	Completed report
2003	02	Notify business managers and/or offices concerning contract renewals.	Logistcl Spt	840831	Transmittal memorandum
2004		**COORDINATE WITH EDUCATIONAL PROGRAM OFFICERS TO ENSURE REVIEW OF WAREHOUSE CATALOGS.**			
2004	01	Coordinate with educational program officers.	Logistcl Spt	840930	Memorandum, agendas of meetings
2004	02	Update catalog.	Logistcl Spt	840831	Updated catalog
2004	03	Print and distribute catalog.	Logistcl Spt	840930	Dissemination list
2005		**IMPROVE SUPPLY RECEIPT SYSTEM.**			
2005	01	Determine feasibility of automating supply receipt system.	Logistcl Spt	840701	Feasibility study
2005	02	Develop conceptual design.	Logistcl Spt	840701	Approved conceptual design
2005	03	Develop supply receipt system plan.	Logistcl Spt	840701	Approved plan
2005	04	Implement plan.	Logistcl Spt	840701	Status report

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 (year) 01 (month) 30 (day)**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2006		**COMPLETE FUNDING FOR THE RECLASSIFICATION OF PERSONNEL IN THE TRANSPORTATION SECTION.**			
2006	01	Complete reclassification actions.	Logistcl Spt	840701	Reclassified positions
2007		**IMPLEMENT A PILOT PROGRAM, ENABLING SCHOOL SITES OR DIVISIONS TO REQUEST SUPPLIES ELECTRONICALLY FROM THE DIVISION OF LOGISTICAL SUPPORT.**			
2007	01	Determine feasibility of automated supply request process.	Logistcl Spt	840701	Feasibility study
2008		**COMPLETE DIVISION OF LOGISTICAL SUPPORT REORGANIZATION IN ACCORDANCE WITH VARIOUS MANAGEMENT STUDIES.**			
2008	01	Reorganize based upon approval of study recommendations.	Logistcl Spt	840701	Approved reorganization
2010		**IMPROVE INVENTORY MANAGEMENT SYSTEM SO THAT PHYSICAL INVENTORY CAN BE AFFECTED ON AN ANNUAL BASIS.**			
2010	01	Complete pilot study of Bar Code Technology inventory system.	Logistcl Spt	840730	Pilot study report and findings
2010	02	Utilize Bar Code Technology in the inventory of equipment.	Logistcl Spt	840701	Status report

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2011		**UPDATE CLASSROOM STANDARDS IN CONJUNCTION WITH THE OFFICE OF INSTRUCTION AND THE OFFICE OF THE DEPUTY SUPERINTENDENT.**			
2011	01	Assess classroom standards in consultation with Office of Instruction.	Mngmnt Plng	000012	Status report
2012		**ESTABLISH PROCESS WHEREBY THE TRANSPORTATION SECTION CAN COORDINATE PROBLEM AREAS WITH APPROPRIATE ORGANIZATIONAL ENTITIES.**			
2012	01	Conduct meetings with primary users of transportation.	Logistcl Spt	001234	Agendas of meetings
2012	02	Adopt transportation schedule for transitional program students.	Logistcl Spt	001234	Approved schedule
2013		**REVISE PROCUREMENT REGULATIONS AND PROCEDURES.**			
2013	01	Revise the vendor handbooks.	Logistcl Spt	840730	Approved vendor handbooks

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2013	02	Revise school purchasing directory.	Logistcl Spt	840730	Approved school purchasing directory
2013	03	Complete transition to separate procurement authority.	Logistcl Spt	840730	Status report
2013	04	Review response from offerers and recommend vendors.	Logistcl Spt	000012	Correspondence and list of recommended vendors
2013	05	Select vendors(s).	Logistcl Spt	000012	Selected vendors
2014		**REVISE CHECKLISTS FOR SCHOOL OPENING PACKAGES.**			
2014	01	Review and update school opening packages.	Logistcl Spt	840731	Updated checklist dissemination list
2015		**IMPLEMENT PROCEDURES TO CONTROL THE FLOW OF SUPPLY REQUESTS.**			
2015	01	Process supply requests for warehouse items.	Logistcl Spt	000012	Status reports
2015	02	Process non-stocked items and equipment requests.	Logistcl Spt	000012	Status reports
2015	03	Monitor supply request process.	Logistcl Spt	001234	Monitoring reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of Management Services

SGO REF NO (2E) LRO: Implement a comprehensive program for improving repair and maintenance operations.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2E02		**COMPLETE THE STAFFING OF THE REPAIRS AND IMPROVEMENT BRANCH IN ORDER TO REDUCE DEPENDENCE ON OUTSIDE CONTRACTING AND ON DEPARTMENT OF PUBLIC WORKS.**			
2E02	01	Fill vacancies in the areas of boiler maintenance, painting, electrical repairs and mechanical engineers in a timely manner.	Bldgs & Grnd	000012	Position reports
2E03		**REDUCE DRAMATICALLY THE BACKLOG OF ESSENTIAL MAINTENANCE.**			
2E03	01	Install automated work order processing system.	Bldgs & Grnd	840930	Status reports
2E03	02	Participate in the Ad Hoc Committee on computer maintenance.	DIRM	000012	Progress reports to management

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2E04		**PROVIDE SPECIFIC RESOURCES FOR INCREASING EFFICIENCY IN MAINTENANCE AND REPAIR FUNCTIONS.**			
2E04	01	Supplement the capital improvements program as needed.	Bldgs & Grnd	000012	Approved resource supplements
2E04	02	Allocate funds for building and priority programs that have been identified by Board of Education and the association.	Bldgs & Grnd	000012	Approved allotments
2E04	03	Take advantage of economies resulting from better utilization of school building space and rechannel these resources for repairs and improvements.	Bldgs & Grnd	000012	Utilization report
2E04	04	Increase efficiencies in maintenance and repair operations.	Bldgs & Grnd	000012	Status report

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

SGO REF NO (2F) LRO: Respond diligently to safety and security issues.
LRO Status (I) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
2F01		**CONTINUE TO MAINTAIN A SUBSTANTIALLY REDUCED LEVEL OF SAFETY HAZARDS ON SCHOOL GROUNDS AND IN SCHOOL BUILDINGS.**			
2F01	01	Continue implementation of the safety procedures as outlined in the Superintendent's Directive, Series 661.	Bldgs & Grnd	000012	Safety reports
2F02		**INTERACT EFFECTIVELY WITH DIVISION OF SAFETY AND SECURITY ON MATTERS AFFECTING SCHOOL PREMISES.**			
2F02	01	Continue installation of security systems and security window guards, based upon building surveys and inspections.	Bldgs & Grnd	000012	Security report
2F03		**IMPROVE DRIVER TRAINING FOR ASSIGNED AND USER DRIVERS IN THE TRANSPORTATION SECTION.**			
2F03	01	Provide driver training classes for drivers as needed.	Logistcl Spt	001234	Course completion records
2F03	02	Establish quarterly schedules for driver training.	Logistcl Spt	001234	Approved schedules

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

Education Plan 84-85 - Office of Management Services

SGO REF NO (3A) LRO: Develop a multi-year plan for SY 1983-87 from which an annual education plan can be extracted.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A01		**OBTAIN FROM EACH DIVISION A MULTI-YEAR PLAN WHICH REFLECTS ITS GOALS AND OBJECTIVES.**			
3A01	01	Attend planning session to instruct DCPS officers on completing the planning documents.	Exec Office	850105	Organized OMS strategy for producing a quality plan
3A01	02	Disseminate guidelines, i.e., instructions, typing format, etc. to each division director.	Exec Office	850105	Transmittal memoranda
3A01	03	Organize meeting with designated divisional representatives and/or division directors to clarify any questions about the plan.	Exec Office	850105	Schedule of meeting, production of plan in accordance with requirements
3A02		**DEVELOP AND IMPLEMENT PROCEDURES FOR REVIEWING MANAGEMENT PROGRAMS.**			
3A02	01	Determine management programs to be reviewed.	Exec Office	850105	Identified programs
3A02	02	Establish criteria for review.	Exec Office	850105	Established review criteria
3A02	03	Inform responsible program managers of periodic reviews.	Exec Office	850215	Transmittal memoranda

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A02	04	Conduct interviews with each responsible program manager and division director.	Exec Office	850305	Completed interviews
3A02	05	Prepare findings for review by appropriate DCPS offices.	Exec Office	850330	Final draft initially by the Associate Superintendent
3A02	06	Report findings to the Superintendent.	Exec Office	850415	Accepted report
3A03		**CONDUCT AUDITS BASED ON OBJECTIVES IDENTIFIED BY THE MULTI-YEAR PLAN(S).**			
3A03	01	Request annual activity reports from division directors on behalf of OMS.	Exec Office	850215	Received activity reports
3A03	02	Compare the results reported in the annual activity reports and the objectives listed in the Multi-Year Plan.	Exec Office	850228	Completed comparison
3A03	03	Prepare findings related to each division separately and transmit to each division director.	Exec Office Directors	850330	Discussed audit findings with divisions
3A03	04	Schedule audit review meetings with each division director.	Exec Office	850430	Completed meetings

LRO Status Code:	**P = In Planning**	**I = Implemented**	**NI = Not Implemented**
Completion Date:	**Ongoing = 000012**	**Quarterly = 001234**	**Others = 85 01 30** **year month day**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3A04		**SYNTHESIZE DIVISIONAL PLANS INTO ONE MULTI-YEAR PLAN FOR THE OFFICE.**			
3A04	01	Receive and review initial Multi-Year Plan drafts from each division and return comments to the appropriate director.	Exec Office	850430	Improved draft
3A04	02	Consolidate all divisional Multi-Year Plan submissions into one OMS Plan.	Exec Office	850515	Complete consolidation
3A04	03	Schedule a 1-2 day retreat to critique the plan and to discuss overall OMS objectives and goals.	Exec Office	850515	Reported retreat results
3A04	04	Finalize plan and secure sign-off's from division directors.	Exec Office	850530	Completed plan
3A04	05	Secure Associate Superintendent's signature and transmit to Program Development.	Exec Office	850615	Submitted Plan
3A05		**EVALUATE ACCOMPLISHMENTS OF PLANS FROM PREVIOUS YEAR(S) AND MODIFY SUBSEQUENT PLANS ACCORDINGLY.**			
3A05	01	Compare program audits and divisional plans to evaluate previous accomplishments and to determine which units are "off plan."	Exec Office	850530	Completed comparison and findings
3A05	02	Modify subsequent annual plans based on evaluation findings.	Exec Office	850630	Documented revisions

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

Education Plan 84-85 - Office of Management Services

SGO Ref No (3C) LRO: Develop annual budget plan for the Office and Divisions.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C01		**DETERMINE ANNUAL BUDGET REQUIREMENTS FOR EACH DIVISION.**			
3C01	01	Assess ongoing activities.	All Units	850131	Evaluation reports/work requests and budget requests
3C01	02	Conduct budget review sessions with managers to secure involvement of operational managers in budget development.	Budget	850130	Schedule of review sessions
3C01	03	Review authorized budget positions and compare with actual staff requirement costs.	All Units	000012	Evaluation reports and based on a review of position needs by sections
3C01	04	Prepare research and analytical reports in various budgeted areas.	Budget	001234	Analytical reports
3C01	05	Review projected staff requirements within each division to determine if authorized budgeted positions are adequate.	Budget	850228	Staff requirements identified
3C01	06	Review the projected expenditure reports for divisions.	Finance	850228	Status reports
3C01	07	Review budgeted vs. projected expenditures variance report.	All Units	850228	Variance reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C01	08	Project resource needs based on annual plan.	Finance	850331	Projected resource needs
3C01	09	Determine project budgeted salary needs for FY 85 Budget using actual salary data.	Finance	850331	Projected salary needs
3C01	10	Determine basic operational resource requirements.	All Units	850331	Projected operational resource requirements
3C01	11	Develop a budget for the Office.	Exec Office	850430	Approved budget
3C02		**REVISE MULTI-YEAR BUDGET PLANS BASED UPON CURRENT-YEAR ECONOMIC INFORMATION.**			
3C02	01	Secure updated projections on: CPI, federal grant receipts, enrollment, City's growth plans, school system's operational plans.	Budget	001234	Updated data
3C02	02	Compare the divisional budget to the plan.	All Units	840930	Discrepancy analysis
3C02	03	Compare the divisional budget to the request.	All Units	840930	Discrepancy analysis
3C02	04	Revise multi-year budget plan annually.	Budget	000012	Revised multi-year budget plan
3C02	05	Analyze the divisional budget for funded activities.	All Units	840901	Discrepancy analysis

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C02	06	Prepare a program planning impact statement.	All Units	840930	Approved impact statement
3C02	07	Modify the annual and multi-year budget plans as necessary.	All Units	841101	Annual budget plan modification
3C02	08	Review budget plans and make modifications.	All Units	840730	Final budget
3C03		**SUMBIT ANNUAL BUDGET BASED ON BOARD-APPROVED BUDGET PREPARATION MODEL.**			
3C03	01	Develop the Budget Preparation Plan for the FY 1986 Budget.	Budget	850131	Budget Preparation Plan
3C03	02	Secure approval for the FY 1987 Budget Preparation Plan.	Budget	850228	Approved budget preparation plan
3C03	03	Implement FY 1986 Budget development procedures.	Budget	841001	Schedule of budget development activities
3C03	04	Develop and submit Superintendent's FY 1986 Budget request to the Board.	Budget	840901	Superintendent's recommended budget
3C03	05	Develop and submit the Board's FY 1986 Budget request to the City Council.	Budget	841001	Board's recommended request
3C03	06	Revise FY 1986 Budget to reflect City Council requested level.	Budget	850430	Congressional Budget submission

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
3C04		**IMPLEMENT ONGOING BUDGET PROGRAM FOR STAFF AND USER GROUPS.**			
3C04	01	Hold semi-annual evaluation sessions with staff to assess division progress and identify problem areas and suggested resolutions.	Budget	850630	Schedule of evaluation sessions held; August and March reviews
3C04	02	Hold semi-annual budget review sessions with managers.	Budget	840830	Schedule of budget review session held
3C04	03	Advise managers on budgetary matters.	Budget	000012	Correspondence, agendas of meetings
3C04	04	Process budget change request.	Budget	000012	Budget change records
3C04	05	Prepare research and analytical reports in various budget areas.	Budget	000012	Analytical reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

SGO REF NO (5A) LRO: Provide technical assistance for the administration of state block grant programs.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5A01		**INSTALL INTERNAL CONTROL PROCEDURES WHICH WILL IDENTIFY AND ACCOUNT FOR GRANT FUNDS.**			
5A01	01	Maintain complete files of grant funds.	Budget	000012	Grant records
5A01	02	Maintain specific account codes for each grant.	Budget	000012	Grant activity reports
5A01	03	Establish budgets and allotments for grant funds.	Budget	000012	Approved grant allotments
5A01	04	Implement grant budget modifications based upon program documentation.	Budget	000012	Records of 76-1
5A01	05	Periodically reconcile the various grant files.	Budget	000012	List of grant account codes
5A01	06	Hold semi-annual grants budget review and budget projection sessions with managers.	Budget	850630	Schedule of review sessions held; August and March reviews
5A01	07	Prepare research and analytical reports on various grant budget areas.	Budget	000012	Analytical reports

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5A01	08	Prepare intra-District budget modification to enter a grant award in the Financial Management System.	Finance	000012	Reports such as budget modification, master tables, monthly financial statements and annual federal reports
5A01	09	Establish master tables to identify grants separately and to monitor grants in the FMS accounting system.	Finance	000012	Grant master tables
5A01	10	Separate various functions for grants such as cash collection, payroll, accounts payable and reporting.	Finance	000012	Separate grant budget function reports
5A01	11	Review and monitor grant activity to determine that all transactions are being processed as authorized by management.	Finance	000012	Review of accounting reports and analysis for external auditors
5A02		**REVISE ADMINISTRATIVE PROCEDURES FOR THE MANAGEMENT OF GRANT PROGRAMS.**			
5A02	01	Determine the procedures used to administer the grant development and approval process.	Mngmnt Plng	841130	Flow chart
5A02	02	Analyze the procedures to determine areas requiring further study.	Mngmnt Plng	841231	Identified areas for further study

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5A02	03	Prepare new and/or modified procedures.	Mngmnt Plng	850220	Proposed new or modified procedures
5A02	04	Obtain approval of procedures.	Mngmnt Plng	850331	Approval of grant procedures
5A02	05	Implement new procedures.	Mngmnt Plng	850331	Directive(s)
5A03		**MONITOR GRANT PROCEDURES AND PROVIDE FEEDBACK.**			
5A03	01	Review financial accounting information in FMS such as payroll labor distribution and other accounting information.	Finance	000012	Financial reports, evaluation reports, worksheets and analysis
5A03	02	Monitor budget versus expenditures and provide information to grant program managers and obtain feedback.	Finance	000012	Monitoring reports, feedback
5A03	03	Review other grant procedures to determine grant compliance with federal legal requirements such as spending limitation period, etc.	Finance	000012	Compliance reports and recommendations

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of Management Services

SGO REF NO (5D) LRO: Prepare zero-based budget and annual budgets for the multi-year period SY 1983-87.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5D01		**PROVIDE TECHNICAL/CLERICAL ASSISTANCE IN PREPARING AND DISSEMINATING THE ZERO BASE BUDGETS.**			
5D01	01	Secure clerical and other technical support to finalize budget.	DIRM	850630	Completed budget
5D01	02	Increase staff's technical knowledge of math software on word processing equipment for faster production of the zero base budgets.	DIRM	000012	Schedule of training sessions, production reports
5D02		**PROVIDE TECHNICAL/CLERICAL ASSISTANCE IN PREPARING AND DISSEMINATING THE ANNUAL BUDGETS FOR THE MULTI-YEAR PERIOD OF SCHOOL YEARS 1983-87.**			
5D02	01	Develop the FY 1987 Budget Preparation Plan.	Budget	850131	Operational plan for budget development
5D02	02	Secure approval on the Budget Preparation Plan.	Budget	850228	Approved operational plan
5D02	03	Disseminate Budget Preparation Plan to affected offices.	Budget	850330	Record of dissemination
5D02	04	Hold budget preparation sessions with managers individually or in groups.	Budget	850630	Record of budget preparation sessions

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30** (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5002	05	Respond to budget preparation inquiries made by managers.	Budget	000012	Correspondence and records of budget preparation assistance provided
5002	06	Develop format for presenting the budget.	Budget	850530	Planned format for budget
5002	07	Secure approval of budget format.	Budget	850630	Approved budget format
5002	08	Secure clerical and other technical support to finalize budget.	Budget	000012	Status report
5003		**OBTAIN NECESSARY PRELIMINARY SUBMISSIONS FROM APPLICABLE UNITS AND DIVISIONS IN THE OFFICE OF MANAGEMENT SERVICES.**			
5003	01	Disseminate FY 87 Budget Preparation Plan to affected offices.	Budget	850630	Dissemination records of budget operational plan
5003	02	Prepare research and analytical reports on various budgeted areas.	Budget	000012	Analytical reports
5003	03	Provide technical support during the budget development process.	Budget	000012	Schedule of work sessions, meetings, and other technical assistance provided during budget development
5003	04	Obtain budget recommendations from appropriate managers.	Budget	000012	Files of recommended budgetary needs from managers

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5D04		**OBTAIN CONCURRENCE ON SCHOOL FINANCE FORMULA.**			
5D04	01	Develop a discussion paper on school finance formula.	Budget	840701	School finance formula discussion paper
5D04	02	Provide appropriate research and analysis to support deliberation of the School Finance Committee.	Budget	000012	Records of research/analytical reports on school finance
5D04	03	Hold semi-annual budget review sessions with managers.	Budget	850630	Schedule of review sessions held; August and March reviews
5D05		**IMPLEMENT ONGOING ASSESSMENT PROCEDURES TO IMPROVE BUDGET EXECUTION.**			
5D05	01	Develop new school system directives for the Budget Division to improve efficiency.	Budget	850530	New Directives
5D05	02	Hold semi-annual evaluation sessions with staff to assess division's progress and identify problem areas and suggested resolution.	Budget	850630	Schedule of evaluation sessions held; August and March reviews
5D05	03	Advise managers of budgetary matters.	Budget	000012	Correspondence, responses to managerial inquiry

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5005	04	Develop position papers and conduct inquiries in budget execution practices in other areas, to support procedural changes.	Budget	000012	Position papers, survey results
5006		**REFINE ALL ASPECTS OF THE ZERO BASE BUDGETING MANAGEMENT SYSTEM (ZBBMS).**			
5006	01	Conduct an annual evaluation of the ZBBMS operational plan for FY 1986 budget development.	Budget	850131	ZBBMS evaluation report and recommendations for refinement
5006	02	Secure approval to implement evaluation report recommendations.	Budget	850228	Approved recommendations
5006	03	Implement the approved ZBBMS refinement in operational plans and software.	Budget	850630	Modified ZBBMS FY 1987 Budget operational plans and software

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 year 01 month 30 day

Education Plan 84-85 - Office of Management Services

SGO REF NO (5F) LRO: Maximize the use of personnel through effective procedures and increased staff development.

LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F01		**PROVIDE INCREASED STAFF TRAINING ON COMPUTER TERMINALS.**			
5F01	01	Cross-train DIRM staff on all terminals commonly used at the local school level.	DIRM	000012	Course completion records
5F01	02	Communicate and explain procedural changes to users.	Logistcl Spt Bldgs & Grnd	001234	Written correspondence, records of awareness sessions
5F01	03	Arrange training for secretarial/clerical staff who will be operating automated equipment.	Logistcl Spt Bldgs & Grnd DIRM	000012	Course completion records
5F02		**DEVELOP AND IMPLEMENT PROCEDURES WHICH ARE NOT CONTINGENT UPON CONTINUITY OF STAFF.**			
5F02	01	Revise/develop procedures manual and directives needed to update internal operating procedures.	Budget	841001	New directives and updated procedures manual
5F02	02	Train staff on broad scale.	Finance	000012	Improved working relationships and communication network
5F02	03	Evaluate operational procedures upon implementation of REMCIS to determine realignment of staff and functions.	DHRM	841030	Evaluation reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30**
year month day

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F02	04	Implement consolidated computerized operating procedures.	Budget	000012	REMCIS status report
5F02	05	Provide assignments to staff teams to understand various office procedures.	Budget	000012	Records of staff assignments
5F02	06	Expose staff to training opportunities.	Budget	000012	Training records
5F03		**IMPROVE INTERNAL AND EXTERNAL COMMUNICATION.**			
5F03	01	Hold regular meetings with staff.	All Units	000012	Records of meetings held
5F03	02	Utilize the "key person" contacts prior to issuance of executive correspondence.	Finance	000012	List of key contacts
5F03	03	Maintain and update memoranda, directives, etc.	All Units	001234	Current memoranda, directives, etc.
5F03	04	Provide staff development for administrative staff in team building.	All Units	000012	Seminar reports
5F03	05	Expand the use of automated mailing system.	All Units	850630	Status reports
5F03	06	Prepare divisional calendar.	DHRM	841030	Divisional calendar
5F03	07	Transmit committee and Board reports to key staff.	All Units	000012	Transmittal memoranda

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F03	08	Disseminate within the division information regarding major divisional and systemwide activities.	All Units	000012	Records of disseminated information
5F03	09	Prepare and publish a "customers" operating procedures handbook.	Finance	850630	Approved procedures handbook
5F03	10	Develop newsletter.	DHRM	841030	Copies of newsletter on file
5F03	11	Conduct periodic in-house training sessions on an informal basis to address common problems and to present suggestions for improvement.	All Units	000012	Records of training session
5F03	12	Revise/develop procedures manuals and directives for update of internal operating procedures.	Budget Finance DIRM	841001	New directives and updated procedures manual
5F04		**IMPROVE TEAM BUILDING ACTIVITIES.**			
5F04	01	Continue collaborative decision making on major/appropriate activities.	All Units	000012	Action plan and staff assignments
5F04	02	Increase staff participation in internal and non-DCPS activities.	All Units	000012	Record of participation
5F04	03	Expose staff to formal training opportunities.	All Units	000012	Training records

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F04	04	Implement computer-assisted walk throughs involving computer assistants, project managers, and programmers assigned to project.	DIRM	000012	Documentation of walk through activities
5F04	05	Involve staff in work sessions and Ad Hoc Committee to resolve problems and work jointly on special projects.	All Units	000012	Records of work sessions
5F04	06	Involve rank and file employees in the team building process.	All Units	000012	Approved employees participation plan, record of participation
5F04	07	Monitor team building activities.	All Units	000012	Monitoring report
5F09		**CONTINUE REFINING AND ADMINISTERING THROUGH MANAGEMENT BY OBJECTIVE EVALUATION.**			
5F09	01	Hold staff meetings to clarify direction and progress.	All Units	000012	Records of staff meetings
5F09	02	Initiate contractural management agreements with administrative staff.	DHRM	841001	Written management agreements

---

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30** (year month day)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
5F09	03	Require action plans for major objectives.	All Units	000012	Approved actions plans
5F09	04	Provide managers and supervisors with the necessary resources to successfully achieve their goals and objectives.	All Units	000012	Scheduled activities, training roster
5F09	05	Formulate with staff the objectives to be achieved for satisfactory performance.	All Units	840930	Identified objectives
5F09	06	Evaluate each employee to document completion of objectives with regard to training and work experience.	All Units	000012	Documentation of evaluation

---

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 01 30 (year month day)

Education Plan 84-85 - Office of Management Services

SGO REF NO (6A) LRO: Develop methods of informing the Board of Education and school system constituencies concerning significant
LRO Status (P) (1) issues.

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6A01		**PREPARE PERIODIC REPORTS ON INTERNAL MANAGEMENT IMPROVEMENT ACTIVITIES.**			
6A01	01	Prepare quarterly report of management improvement activities.	All Units	001234	Quarterly reports
6A02		**PREPARE ONGOING AUDIT REPORTS.**			
6A02	01	Conduct analysis to determine audit needs.	All Units	000012	Identified audit needs
6A02	02	Implement MIS subsystems.	All Units	000012	Interactive management systems
6A02	03	Provide periodic audit reports.	All Units	000012	Audit reports
6A03		**PROVIDE ASSESSMENTS OF ONGOING PROBLEMS AND OPERATIONAL IMPROVEMENTS.**			
6A03	01	Hold regular staff meetings, analyze problems and suggest improvements.	All Units	001234	Minutes of meetings
6A03	02	Provide handbook to employees.	DHRM	841001	Printed handbook
6A03	03	Develop monthly report on major activities.	All Units	000012	Records of meetings held

LRO Status Code:	P = In Planning	**I = Implemented**	**NI = Not Implemented**
Completion Date:	**Ongoing = 000012**	**Quarterly = 001234**	**Others = 85 year 01 month 30 day**

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6A03	04	Establish internal procedures for regular reporting of ongoing problems and operational improvements.	All Units	000012	Approved procedures
6A03	05	Publish standard operating procedure handbook for DHRM staff.	DHRM	841001	Printed handbook
6A03	06	Establish organizational development team.	DHRM	841001	List of team members
6A03	07	Disseminate a semi-annual office report.	Exec Office	840930	Transmittal memorandum and semi-annual reports

LRO Status Code: P = In Planning I = Implemented NI = Not implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

Education Plan 84-85 - Office of Management Services

SGO REF NO (6B) LRO: Advocate Board of Education policies to staff and public.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6B01		**DEVELOP NEW METHODS OF RESPONDING MORE TIMELY AND SUBSTANTIVELY TO BOARD OF EDUCATION AND CONSTITUENT REQUESTS.**			
6B01	01	Maintain file for Board reports, meetings, and hearings.	All Units	000012	Summary of Board reports
6B01	02	Process Board of Education and constituent requests expeditiously.	All Units	000012	Forty-eight hour turn-around on requests
6B01	03	Ensure timely completion of reports.	All Units	000012	Reports submitted on schedule
6B01	04	Secure the assistance of appropriate offices and budget staff in a timely manner.	All Units	000012	Completed responses
6B01	05	Continue refinements of a quality control system that requires multiple reviews.	Budget	000012	Implemented review system
6B01	06	Periodically assess progress and revise as necessary.	All Units	000012	Activity evaluation reports

LRO Status Code: **P = In Planning** **I = Implemented** **NI = Not Implemented**

Completion Date: **Ongoing = 000012** **Quarterly = 001234** **Others = 85 01 30** (year month day)

Education Plan 84-85 - Office of Management Services

SGO REF NO (6C) LRO: Increase opportunities for community participation.
LRO Status (P) (1)

OBJECTIVE NUMBER	CRITICAL TASK NO.	INTERMEDIATE OBJECTIVES CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
6C01		**DEVELOP RESOURCEFUL MEANS OF INVOLVING THE COMMUNITY AND UTILIZING ITS MANAGEMENT EXPERTISE**			
6C01	01	Meet with community groups on a regular basis by attending PTA meetings and scheduling meetings as needed to meet the needs of the community.	Exec Office	000012	Records of meetings attended
6C01	02	Participate in the public/private partnership program that relates to OMS' management responsibilities.	DIRM	000012	Documentation of support of public/private partnership initiatives
6C02		**TAP APPLICABLE MANAGEMENT RESOURCES WHICH ARE AVAILABLE FROM OTHER JURISDICTIONS.**			
6C03	01	Arrange on-site visits to other jurisdictions.	Exec Office	000012	Increased awareness of operational techniques and processes in use in surrounding jurisdictions
6C03	02	Seek managerial and technical assistance from local schools and organizations.	Exec Office	000012	Documentation of assistance rendered
6C03	03	Coordinate with surrounding jurisdictions on items of mutual interest.	Exec Office	000012	Documented meetings, correspondence and cooperative projects

LRO Status Code: P = In Planning I = Implemented NI = Not Implemented

Completion Date: Ongoing = 000012 Quarterly = 001234 Others = 85 (year) 01 (month) 30 (day)

NEW/REVISED POLICY CONSIDERATIONS: The policy needs which have been identified for SY 1984-85 include the following considerations: that new guidelines and policies regarding the scope of transportation services provided by DCPS should be established; a policy on the confidentiality of computerized data should be determined; and, a thorough review and assessment of the initial plans to link budgeting and planning should be undertaken to identify policy implications.

MONITORING: The EXECUTIVE OFFICE will monitor divisions individually and collectively. The monitoring process includes the institution of a management oversight and review model to improve efficiency and effectiveness.

In the DIVISION OF FINANCE, a statistical sampling of monthly payments will test the time period between invoice and payment dates. The DIVISION OF FINANCE will interact with the DIVISIONS OF INFORMATION RESOURCE MANAGEMENT, and HUMAN RESOURCE MANAGEMENT to design an applicable software package for the Resource Management and Control Information System (REMCIS).

The procedures to be employed to monitor the annual plan will evolve around three major activities: 1) the inclusion of the major tasks as a part of the annual calendar for the BUDGET DIVISION; 2) the incorporation of appropriate critical tasks as a part of staff ongoing responsibility assignments; and, 3) the submission of monthly reports by staff members and the assessments obtained from the semi-annual evaluation session. The progress, problems and strengths of the BUDGET DIVISION will be periodically assessed so that any corrective actions can be identified and implemented.

In the DIVISION OF INFORMATION RESOURCE MANAGEMENT, quarterly reports will monitor current status and forecast progress for subsequent quarters; changes in schedules, milestone priorities, and resource utilization will be included. Problem areas will be presented in a timely fashion with recommendations before they become critical issues. Periodic, informal user meetings will be conducted to ensure adherence to design specifications and to provide user feedback. These periodic peer reviews will assist in the achievement of stated objectives.

In the DIVISION OF LOGISITICAL SUPPORT, monitoring of major activities will be undertaken and various processes will be automated. The assumption of increased responsibilities will require step-by-step analysis of functional tasks until transitions are complete. The broad procedural applications, especially those that involve lateral divisions, must receive strong oversight review and enhancements to ensure success of each endeavor.

The Director and the Facility Managers Branch within the DIVISION OF BUILDINGS AND GROUNDS will continue to address issues and recommendations made by community groups and the Board.

The monitoring process for the DIVISION OF MANAGEMENT PLANNING AND ANALYSIS will: 1) provide documentation for the implementation of the Comprehensive Education Plan; 2) provide a means for each branch to report progress in the implementation of the plan; 3) provide information to each branch about its tasks and responsibilities; and 4) provide information concerning those intermediate objectives and related tasks that are off-schedule.

MONITORING: (Cont'd)

In the DIVISION OF HUMAN RESOURCE MANAGEMENT, a formative monitoring procedure has been implemented to ensure the attainment of each objective. A calendar containing each phase will be developed and monitored for progress. A written schedule of projected activities will be maintained by the activity supervisor. A master plan, along with authority to revise or change the schedule will remain under the Director's control. Weekly management sessions will be conducted by each activity group to analyze progress. Reviews, feedback, ideas, solutions and alternatives will be placed in a weekly written report for referral by staff. Information from the weekly analysis reports will be extracted and condensed for monthly reports.

EVALUATION: During the early portion of this multi-year period, written plans and objectives for evaluation of divisional operations will be developed. The EXECUTIVE OFFICE will establish these as documented references.

In the DIVISION OF FINANCE, there will be a random sampling of fifty documents per month. The purpose is to test whether the Payment Section is taking advantage of time discounts. Furthermore, the Teacher Buy-Back Sick Leave Plan must be in place by September 1, 1984. Timeliness in generation and production of monthly financial reports will also be measured.

The BUDGET DIVISION will evaluate its programs toward the implementation of the annual plan by reviewing the indicators that support the critical tasks. This evaluation will move beyond noting that the task was completed, to assessing the degree of effectiveness of the activity on the appropriate user group. To accomplish this, staff will evaluate the effectiveness of training internal communication staff, assignment etc., and other offices will be asked to evaluate the effectiveness of revised directives, semi-annual budget review sessions, technical assistance, etc.

In the DIVISION OF MANAGEMENT PLANNING, the Director will have evaluations prepared to determine the degree to which performance objectives were met. The evaluations and supporting data will be used to make qualitative and quantitative assessments with regard to the accomplishments of the objectives. The resulting information will be used as a basis in future planning.

In the DIVISION OF LOGISTICAL SUPPORT, evaluations are conducted to determine end result analysis and the adequacy of inter-related activities with other divisions. Top level assessments are required to determine adequacy of operational applications and the success in the attainment of long range and intermediate objectives.

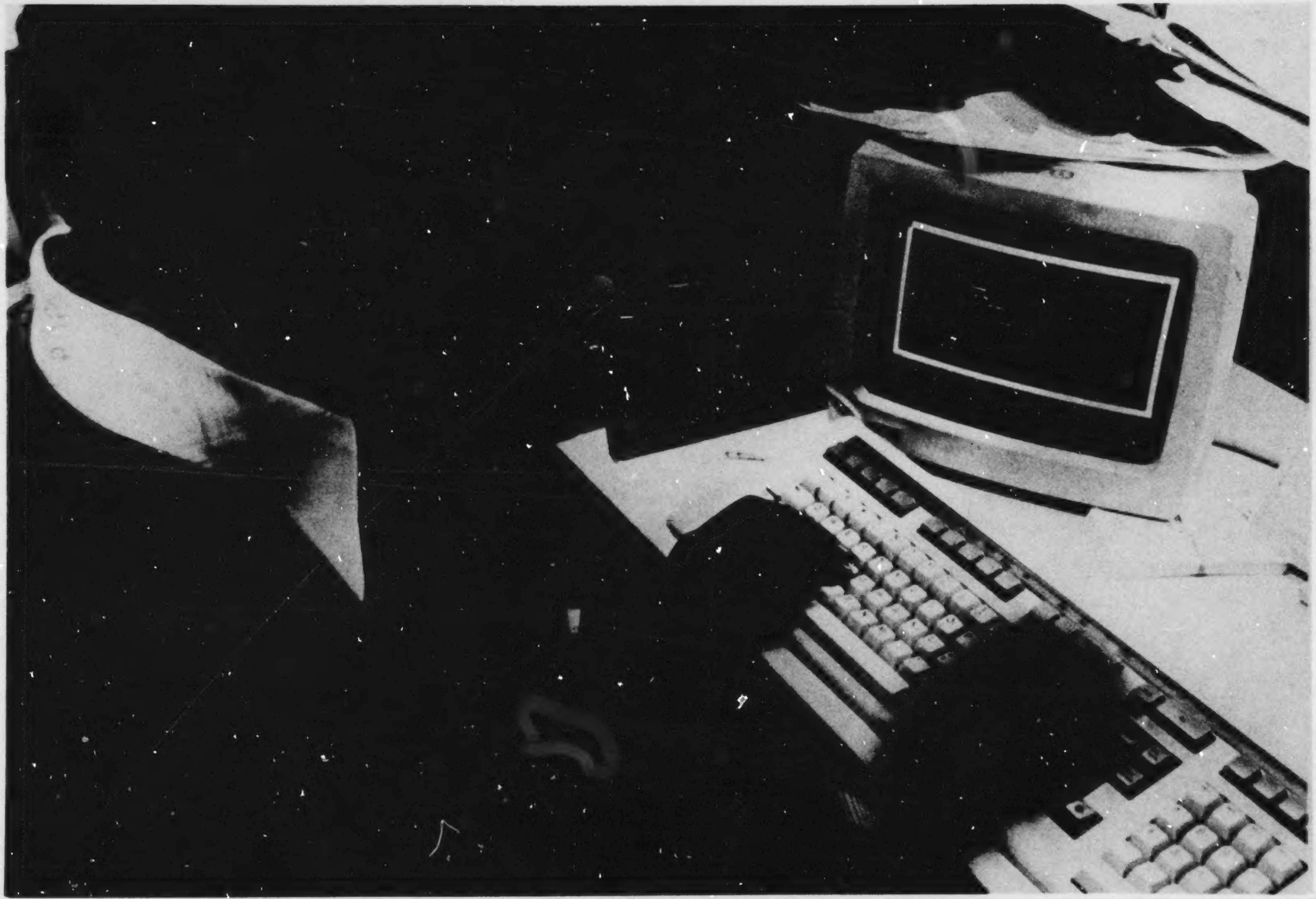
In the DIVISION OF INFORMATION RESOURCE MANAGEMENT, numerous entities will provide evaluative feedback. Users, peers, senior executives and other interested personnel will be requested to review projects, to report deficiency and efficiency matters and to compare financial deliverables with original specifications. Division staff will be apprised of these results so that improved methods can be implemented for future projects.

EVALUATION: (Cont'd)

The Director and appropriate staff will review recommendations/complaints, and report findings, suggestions and corrective measures when appropriate within the DIVISION OF BUILDINGS AND GROUNDS.

In the DIVISION OF HUMAN RESOURCE MANAGEMENT, evaluations will be based upon the following criteria: actual degree of attainment; timeliness in completing each activity; evidence of continuous implementation; and, qualilty and timeliness of reports.

Automated Monitoring System



AUTOMATED MONITORING SYSTEM

Monitoring of the Multi-Year Comprehensive Education Plan, SY 1983-87 and the annual update for SY 1984-85 will be accomplished through the implementation of an on-line computerized system developed by the Division of Program Development and Planning and the Division of Information Resource Management (DIRM). The system will be used by offices to enter data on the status of critical tasks associated with each intermediate objective and generate computerized reports on the progress toward the completion of critical tasks.

The automated monitoring system is facilitated by a computer program called MAPPER (Maintaining, Preparing and Producing Executive Reports). MAPPER allows users to display the data on a CRT in many different ways to meet branch, divisional or office monitoring requirements. Each office with an appropriate computer terminal will be able to input monitoring data and quickly generate computer printouts of the office monitoring report.

The mask below shows graphically the computerized format and the elements to be updated quarterly:

MAPPER MASK

```
INTR .            .PLANNED.REVISE.ACTUAL. .CR
OBJ  .RESPONSIBLE .END    .END   .END   .S.TK                  .
NO   .UNIT        .DATE   .DATE  .DATE  .C.NO.CRITICAL TASK    .COMMENTS
========================================================================
                           ①      ②      ③                        ④
```

The major areas to be updated each quarter include: revised end date, actual end date, status code (S.C.) and comments. The following guidelines govern the update function:

1. Revised End Date: When a task has not been completed, and the original planned end date must be revised for unforeseen reasons, a revised end date is entered with the approval of the appropriate Associate Superintendent. The revised end date then becomes the new projected completion date for that critical task.

2. Actual End Date: When a task has been completed, the date of completion is entered. Dates are written as 6-digit numbers in the sequence of year-month-day, i.e. February 28, 1985 is written 850228. The code for quarterly tasks is 001234, and the code for ongoing/monthly is 000012. This feature permits the rapid retrieval of information according to the day or month due.

3. Status Code: For each critical task, one of the following codes is entered:

   O -- if the task is on target and will be completed according to the original planned end date

   B -- if the task is behind schedule

   C -- if the task has been completed

   A -- if the task is on target for completion ahead of the planned end date

   D -- if the task is no longer applicable and therefore is deleted

4. Comments: Explanatory comments are required in this column for tasks which are behind schedule or deleted.

The intermediate objective, responsible unit, planned end date, critical task number and intermediate objective/critical tasks columns represent data as it appears in the published document and is the "starting point" in the monitoring process.

Monitoring reports for SY 1984-85 Office Plans will be due as follows:

Due Dates	Report Period
October 15, 1984	July 1 - September 30
January 15, 1985	October 1 - December 31
April 15, 1985	January 1 - March 31
July 15, 1985	April 1 - June 30

Monitoring of the annual plan will: 1) provide documentation of the planning process, 2) provide an efficient and effective means for each office to report progress in implementing long range objectives and critical tasks, 3) supply information to each responsible unit about its responsibilities, and 4) yield information needed by each office to identify quickly and accurately activities which are "off plan". Each office is responsible for updating their education plan each quarter.

The automated monitoring and planning system is expected to assist in keeping planning and implementation on schedule and to assure interface and coordination of related activities.

Appendices

APPENDIX A

SCHOOL CALENDAR, SY 1984-85

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

SCHOOL CALENDAR, 1984-85

1984	**September 4 and 5**	Teacher days for staff development, orientation and program planning
	September 6	First day of school for students (full day)
	October 8	Columbus Day (Holiday)
	November 12	Veterans' Day (Holiday, November 11)
	November 22 and 23	Thanksgiving (Holiday, November 22)
	December 24 thru 31	Winter Vacation (Holiday, December 25)
1985	**January 1**	New Year's Day
	January 14	Energy Conservation Day (schools closed)
	January 15	Martin Luther King, Jr.'s Birthday (Holiday)
	January 21	Inauguration Day (Holiday, January 20)
	January 31	Last day of school for students: First semester
	February 1	Teacher record keeping, ½ day; staff development, ½ day (students not in school)
	February 4	First day of school for students and teachers: Second semester
	February 18	George Washington's Birthday (Holiday)
	March 22	Citywide Teachers' Convention (students not in school)
	April 5 thru 12	Spring Vacation
	April 15 thru 26	"Welcome to Our Schools" Week. Registration and orientation for new entrants, SY 1985-86.
	May 27	Memorial Day (Holiday)
	June 20	Last day of school for students: Second semester
	June 21 thru 26	Teacher record keeping, staff development and planning (full days)

School Advisory (Report Card) Periods

			Number of Days	Number of Sessions
1984	First Advisory	November 9, 1984	47	94
1985	Second Advisory	January 31, 1985	47	94
	Total, First Semester		94	188
	Third Advisory	April 17, 1985	46	92
	Fourth Advisory	June 18, 1985	44	88
	Total, Second Semester		90	180
	Total, School Year		184	368

School Hours

	Students	Teachers
Elementary	9 a.m. - 3 p.m.	8:30 a.m. - 3:30 p.m.
Junior High	9 a.m. - 3 p.m.	8:30 a.m. - 3:30 p.m.
Senior High	9 a.m. - 3 p.m.	8:30 a.m. - 3:30 p.m.
Career Development	*	*

*The school day for career centers will be 8 a.m. - 4:30 p.m. with student hours of attendance dependent upon the courses selected; staff hours will be adjusted in relation to the program and in accord with teachers' contract.

Commemorative Days**

September 17, 1984 — Monday
World Peace Day (officially, September 16)

September 21, 1984 — Friday
Parent-Educator Unity Day

February 1-28, 1985
Black History Month

February 12, 1985 — Tuesday
Abraham Lincoln Day

February 20, 1985 — Wednesday
Chinese/Vietnamese New Year

February 25, 1985 — Monday
Jose de San Martin Day

March 3-9, 1985
National Women's History Week

March 4-10, 1985
Music in Our Schools Week and Annual Jazz Piano Competition

March 4, 1985 — Monday
Myrtilla Miner Day

March 18, 1985
Wilmington 10 Day (officially, March 17)

April 9, 1985 — Tuesday
Paul Robeson Day

April 29, 1985 — Monday
Edward Kennedy "Duke" Ellington Day

May 12-18, 1985
Mary McLeod Bethune Week

May 20, 1985 — Monday
Malcolm X Day (officially, May 19)

June 4, 1985 — Tuesday
Mary Church Terrell Day

**Commemorative Days will be properly observed in accordance with instructions from Regional offices.

Adult Education Centers

September 4, 1984 thru June 19, 1985

- **Adult Basic Education (Major Centers)**
  Franklin (External High School), Gordon, Project CALL (Armstrong Center)
- **Carnegie Unit Programs**
  Adult Education (Armstrong)

  Academic Night High School Courses:
    Ballou, Roosevelt

  Alternative Programs:
    External High School (Franklin)
    Spingarn STAY
    Washington-Dix Street Academy (closes on July 31, 1985)
- **Career Development Evening Centers (Certificate)**
  Bell, Chamberlain, Penn Center, Phelps

October 1, 1984 thru June 7, 1985

- **Community School Programs**
  Beers, Bruce-Monroe, Bunker Hill, Fort Lincoln, Friendship, Logan, Marie Reed, River Terrace, Shaw, Takoma, Washington-Highland, Winston, H.D. Woodson

BEST COPY AVAILABLE

APPENDIX B

EDUCATION PLAN GLOSSARY

EDUCATION PLAN GLOSSARY

ACTION PLAN:

a systematic plan of action projecting what is to be accomplished to reach stated objectives, based upon a management-by-objectives (MBO) planning format, for problem solving and implementation of programs.

ASSUMPTION:

a statement of condition(s) which establishes limitations for planning activities.

AUTOMATED INSTRUCTIONAL MANAGEMENT SYSTEM (AIMS):

a District of Columbia Public Schools designed system which complements the Student Progress Plan (SPP) and the Competency-Based Curriculum (CBC) in reading and mathematics by automating some assessment and all record keeping tasks which are currently performed by classroom teachers under SPP.

BLOCK GRANT:

programs under several federal authorizations that have been combined to allow greater flexibility in the administration of the grants and to reduce burdensome paperwork requirements (see ECIA).

COMPETENCY-BASED CURRICULUM (CBC):

an individualized, progressive, instructional program based on the use of specific behavioral objectives for which criterion levels of performance have been established.

COMPREHENSIVE EDUCATION PLAN:

the systematic delineation of goals and objectives of the school system, specifying the progression of activities to accomplish those goals and objectives, offices accountable for their achievement, the strategies and timelines for their accomplishment and criteria to be used for determining the degree of their attainment.

COMPUTER-ASSISTED INSTRUCTION (CAI):

process of teaching in which instructional material is presented on a terminal under computer control and student responses are processed and fed to the student by the computer.

COMPUTER LITERACY:

an acquired knowledge of computers and an understanding of the social implications of that knowledge; and the ability to apply skills in communicating with computers.

COMPUTER-MANAGED INSTRUCTION (CMI):

use of the computer to select materials, schedule, test, prescribe, and maintain student records.

CONSTRAINT:

an anticipated problem which may make it impossible to achieve stated objectives.

CRITICAL TASKS:

the major strategies or action steps which must be taken to achieve specified objectives.

DEMOGRAPHIC DATA:

information and data describing or indicating the nature of populations with reference to size, density, distribution, vital statistics, socio-economic status, attendance, enrollment, test scores and the like.

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT (ECIA):

P.L. 97-35 transferred the responsibility for many elementary and secondary education programs administered by the U.S. Department of Education to the States including Chapter 1 (formerly ESEA, Title I) and Chapter 2 (formerly ESEA, Title II, III, IV, V, VI, VIII, and IX, the Alcohol and Abuse Act of 1965, etc.).

EDUCATIONAL TECHNOLOGY:

a systems approach to solving problems of teaching and learning which includes the development of instructional systems, identification of resources, delivery of resources to learners, and management.

EVALUATION:

the process of delineating, obtaining and providing useful information for judging decision alternatives. Evaluation can be formative (concerned with program improvement) or summative (concerned with determining overall program effectiveness).

FEDERAL PARTNERSHIPS-IN-EDUCATION PROGRAM:

provides a management system for matching and monitoring the skills, expertise and resources of federal agencies and an individual school.

FISCAL YEAR (FY):

Fiscal Year, the accounting period for budgeting and budget execution. For example, FY '85 begins October 1, 1984 and ends September 30, 1985.

FUNCTION:

a collection of required jobs or tasks necessary to achieve a specified objective to bring about a given product or outcome; related outcomes contributing to the accomplishment of mission objectives.

GOALS:

ends towards which any agency or person performs work or statements of purpose or ultimate outcomes; a perception of an ideal.

GUIDELINES:

those Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Interagency Agreements, Directives of the Superintendent, and the like, which provide specific mandates and parameters for the operation and conduct of the agency and its programs.

INSTRUCTIONAL OBJECTIVE:

statements that describe what competencies students will have achieved after completing a prescribed unit of instruction.

INSTRUCTIONAL SUPERVISION:

the process through which support is provided to instructional personnel for the implementation of the instructional program.

LOCAL PLANNING UNIT:

that group composed of staff, students and community (including the Neighborhood School Council as prescribed by the Board of Education) that accurately reflects the office/region/division/local school's needs and goals, and that develops the education plan for and on their respective unit's behalf.

MAINTAINING, PREPARING AND PRODUCING EXECUTIVE REPORTS (MAPPER):

and on-line computerized system used by the Division of Program Development and Planning and the five major offices to produce the annual update to the Multi-Year Education Plan and to monitor progress toward completion of critcal tasks.

MANAGEMENT INFORMATION SYSTEM:

a system for collecting, storing, retrieving, and processing information that is used, or desired, by one or more managers in the performance of their duties.

MISSION:

a broad and comprehensive statement of overall job--a product, a completed service, or a change in the condition of something or somebody--that must be accomplished.

MONITORING:

the process of securing and transmitting information that indicates the status of implementation of objectives, critical tasks and their outcomes.

MONITORING PROCESS:

the securing and transmitting of data and information to determine adherence to and degree of compliance with Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Interagency Agreements, Directives of the Superintendent, established and approved processes and procedures, and the like.

NEED:

the discrepancy or difference between "what is" (current status) and "what is desired" (goal); that discrepancy or difference requiring appropriate attention and action.

NEEDS ASSESSMENT:

a formal process for collecting and analyzing data which indentifies and documents discrepancies between "what is " and "what is desired."

OBJECTIVE:

statement of the exact aim, purpose or end that is to be accomplished in meeting a unit's goal.

OBJECTIVE, PERFORMANCE:

a school-wide instructional objective specifying the audience, behavior conditions and degrees of a specified performance.

PLANNING:

the process of identifying the overall, long range goals, priorities and objectives of an organization, and formulating various courses of action to be followed in working toward achieving those goals, priorities and objectives and in working toward the reduction of uncertainty.

PLANNING PROCESS:

the series of activities and/or actions conducted to develop, submit and secure approval of a unit's action plan.

PUBLIC/PRIVATE PARTNERSHIP:

a cooperative effort between the District of Columbia Public School System and the private sector for the design and establishment of improved career oriented educational programs.

RESOURCE:

money, people, facilities, time, materials, or anything else used by the education system for accomplishing its objectives.

SECONDARY STUDENT PROGRESS PLAN (SSPP):

a competency-based instructional plan on the secondary level which clearly delineates the course of study which students must pursue, the uniform basis for successful course completion, and requirements for promotion.

SCHOOL YEAR (SY):

School Year, the nine month school term. For example, SY '84 begins in September 1983 and ends in June 1984.

STUDENT PROGRESS PLAN (SPP):

a competency-based instructional plan on the elementary level through which students are encouraged to move along the instructional continuum at their individual rates and required to master reading and mathematics skills for promotion.

TARGETS, SYSTEMWIDE:

those increments in student achievement over time that the system has set as goals and that are measured by achievement tests, or other indices of skill mastery.

TEST, CRITERION-REFERENCED:

those instruments that measure a student's mastery of the specific objectives of an educational program; no comparisons are made between students' scores.

TEST, NORM-REFERENCED:

those instruments that provide the score of each student as compared with the scores of other students who have taken the same test under standardized conditions.

ZERO-BASE BUDGETING MANAGEMENT SYSTEM (ZBBMS):

a program planning and resource allocation system which is an adaption of Zero-Base Budgeting requiring costs justifications and the placing of all budget requests in priority order.

APPENDIX C

REFERENCES

REFERENCES

Bureau of Labor Statistics, "The Economy in 1995," *Occupational Outlook Quarterly*. U.S. Department of Labor, Vol. 28, No. 1, Spring 1984.

District of Columbia Public Schools, *Computer Literacy Five Year Plan SY 1983-87*. Volume I, September 1983.

________. Building Base Data. Facilities Planning Branch, Division of Program Development and Planning, Washington, D. C. SY 1982-83, FY 1982.

Volume 1 - General and Sequenced Statistics
Volume 2 - Data Profiles
Volume 3 - Enrollment Profiles

________. *Major Issues, Findings and Recommendations Pertinent to The Competency-Based Curriculum/Student Progress Plan, and Executive Summary of the UDC Report.* Washington, D.C. June 1982.

________. Office of the Superintendent. *Comprehensive Education Plan, SY 1977-78.* September 1977.

________. Office of the Superintendent. *Comprehensive Education Plan, SY 1978-79.* January 1979.

________. Office of the Superintendent. *Comprehensive Education Plan, SY 1980-82.* September 1979.

________. Office of the Superintendent. *Comprehensive Education Plan, SY 1981-82*. December 1981.

________. Office of the Superintendent. *Comprehensive Multi-Year Education Plan, SY 1983-87*. December 1982.

________. Office of the Superintendent. *Comprehensive Education Plan*, FY 1983-84. July 1983.

________. "Pupil Membership by Grades in the Regular Day Schools, 1971-72 through 1982-83." Division of Quality Assurance, December 1982.

________. *Rules of the Board of Education*. Washington, D. C., 1982.

________. *Secondary Student Progress Plan*. Committee for the Development of a Secondary Student Progress Implementation Plan, April 1984.

________. "SPP Promotion/Retention Report." Division of Quality Assurance, July 2, 1984.

________. A Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report. Office for the Study of Merit Pay for Teachers, May 1984.

________. "Summary of Results Comprehensive Test of Basic Skills (CTBS)." Division of Quality Assurance, May 1984.

________. "Summary of Student Membership Projections, All School Levels, For Regular Day Schools for School Years 1984-85 Through 1987-88." Division of Quality Assurance, January 1984.

________. "Systemwide Summary of Enrollment Estimates, By Level, For School Year 1984-85." Division of Quality Assurance, 1984.

________. "Systemwide Targets for Student Achievement, SY 1984-85." Division of Quality Assurance, July 1984.

Dorn, Bernadette. "Population Experts Say A Surprise Package Might Soon Arrive At Your Schools," The American School Board Journal. February 1982.

Educational Research Service. "Implications of Current School-Age Population Projections," Spectrum. ERS Staff Report, Vol. 1, No. 1, Arlington, Va., Spring 1983.

Government of the District of Columbia. Comprehensive Plan for the National Capital--District of Columbia Components, Staff Draft. Washington, D. C., September 1982.

________. FY 1983 Annual Planning Information Report. Department of Employment Services, Washington, D. C., October 1982.

________. Provisional Population Estimates for 1982 and 1983. Office of Planning and Development, Data and Statistical Division, Washington, D. C., February 1984 and March 1984.

Nardone, Tom, "The Job Outlook in Brief," Occupatinal Outlook Quarterly. Bureau of Labor Statistics, U. S. Department of Labor, Vol. 28, No. 1, Spring 1984.

Neill, Shirley Boes, ed. Planning for Tomorrow's Schools: Problems and Solutions. Prepared for the American Association of School Administrators by Education News Services, Sacramento, California, 1983.

Kandel, Thelma. "What People Earn," Parade Magazine. July 10, 1983.

McKenzie, Floretta D. "General Statement of Long Range Objectives, SY 1983-87," issued at the Superintendent's Summer Conference for Administrators and Supervisors, Georgtown University. Washington, D. C., August 24-25, 1982.

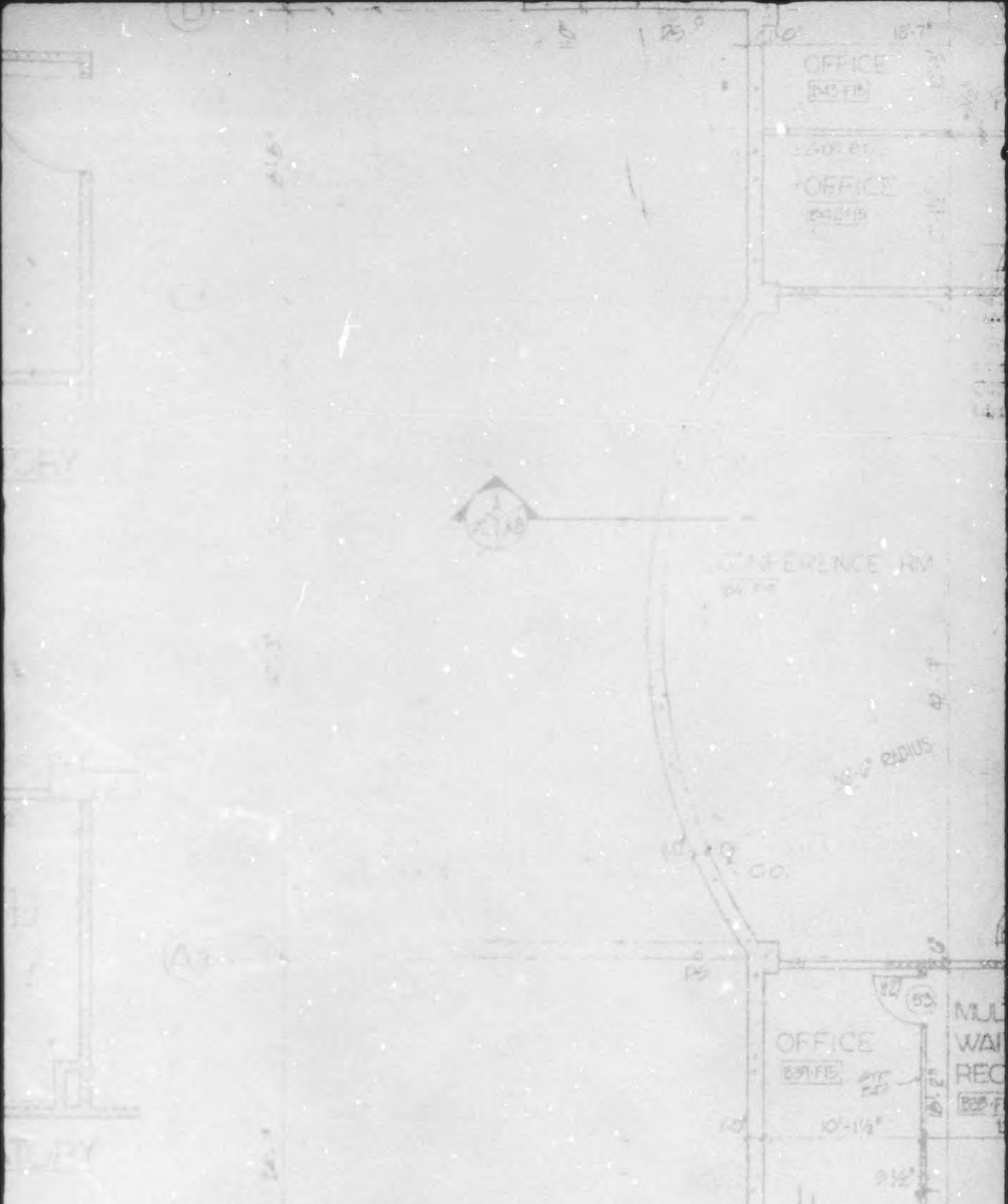
Metropolitan Washington Council of Governments, Cooperative Forecasting, Summary Report. Washington, D. C., 1976, 1979.

________. Population, Households and Housing Unit Characteristics of Metropolitan Washington, 1980. COG Census Report Number 2, Washington, D. C., March 1980.

________. Washington Metropolitan Fringe, and Examination of Development Patterns Occuring Outside the Metropolitan Area. Washington, D. C., February 1977.

Seaberry, Jane. "D. C. Sings Hard-Core Joblessness Blues," Washington Business, a publication of The Washington Post, The Week of Monday, February 10, 1984.

Silvestri, George T., and Others. "Occupational Employment Projections Through 1995," Monthly Labor Review. Vol. 106, No.11, November 1983.



D
18'-7"
OFFICE
842-F15
OFFICE
841-F15
CONFERENCE RM
38'-6" RADIUS
42'-7"
C.O.
A
OFFICE
839-F15
10'-1½"
9½"
MUL
WAI
REC
838-F
A

623 BEST COPY AVAILABLE